Monmouth College

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MONMOUTH COLLEGE CATALOG

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Contents

1 Monmouth College: An Introduction

3 Monmouth College: Mission Statement

4 Student Life

11 Academic Program

23 Courses of Instruction

91 Admissions

93 Tuition and Other Charges, 1988-89

97 Registers: Faculty, Administration, Senate

107 Index

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MONMOUTH COLLEGE: AN INTRODUCTION

Location of the College. Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of eleven thousand people. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad-Cities — Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa — straddle the Mississippi forty miles due north. Monmouth is served by bus and is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline and nearby Galesburg. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just sixteen miles away in Galesburg.

The College's History and Purpose. Founded in 1853 by pioneering Scottish Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did — preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history. The first sorority in the nation, Pi Beta Phi, was established at Monmouth, as was the third oldest, Kappa Kappa Gamma.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous understanding of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

Accreditation and Affiliation. Monmouth is a four-year college offering the Bachelor of Arts degree and is fully accredited by the North Central Association of Colleges and Schools. The program of the Department of Education is accredited by the Illinois State Certification Board.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical

perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described fully on pages 85-90, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a term or an academic year.

Monmouth College Mission Statement

The mission of Monmouth College is to provide a liberal education within the context of our Christian heritage and the Jeffersonian tradition. Our Presbyterian legacy proposes that Christian values are central to the processes of education, even while it argues the need for critical examination of belief. Thomas Jefferson's charge to education calls on us to equip students to live and work in a free society and to bring them to accept wholeheartedly their responsibility for maintaining the worth and vigor of that society.

Our goal, then, is to guide students beyond the analysis of isolated facts and unconnected moments of existence to the discovery of meaningful pattern and larger design and to encourage them to join useful knowledge and thoughtfully considered values in a coherent system of personal commitments.

Monmouth College embodies this mission in its carefully structured curriculum, central to which is a four-year sequence of general education courses extending from the interdisciplinary freshman seminar to senior year courses in thought and belief. To this core we intend that all department programs be actively related. Our mission demands also that we extend the assumptions of the curriculum into residential life, promoting the spiritual and social maturing of our students with the intellectual, and beyond this into the life of the College's members within the larger community. A residential curriculum reflecting the academic curriculum is an integral effort to achieve these goals.

Our mission also demands that students understand alternative value perspectives among which they may choose; else they have only the illusion of freedom. To be free means to know how to set a thoughtfully structured life against the coincidental, the chaotic, and the merely fashionable. Monmouth's mode of education ensures that students know alternative world views and beliefs, proposed through our departments of study and their disciplines, not as ends in themselves but as avenues of inquiry into larger human questions and the answers which imagination, reason, and inspiration have provided.

In the endeavor to achieve our mission, the role of the teacher is crucial — more important than the subject matter itself. Our faculty's charge is not only to guide students in inquiry within the disciplines, but to celebrate the larger purpose of the College. Upon the vital relationship between teacher and student all our resources are focused. We call on professors to be fully accessible to their students and on students to be fully responsive to their teachers and the College.

Our collegiate purpose is realized when our graduates exemplify the College's ideals in their life and work and when they seek actively to use enlightened understanding in the service of humankind.

STUDENT LIFE

Education Beyond the Classroom. The Monmouth College campus, humane and intimate, provides inviting settings for teaching and learning. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into residence halls and dining room, embracing a broad range of cocurricular activities. Lectures, concerts, and performances by visitors are planned to complement the academic program. The College newspaper and other publications, the campus radio station, music groups, and the theater provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of matters. In all of these there are opportunities for learning, for leadership, and for interaction with faculty members.

Instructional Facilities. The Hewes Library, at the physical as well as the metaphorical center of the campus, is a modern, air-conditioned facility that features an open-stack system, giving users direct access to its holdings. The library houses nearly two hundred thousand volumes and receives more than eight hundred journals, domestic and foreign. It has been a depository for U.S. government documents since 1860. Thanks to links with the Illinois Library Network and other ACM colleges, the student at Monmouth has access to a wealth of books through interlibrary loan. The Hewes Library provides many study areas, including individual carrels and seminar rooms.

The Hewes Library is also the home of the College's fully equipped Computer Center and thus brings together the newest of learning resources with the most traditional. The center houses two mainframe computers, one of which is devoted exclusively to instructional uses, as well as printers, terminals, and other devices.

Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The Auditorium, the oldest building on campus, serves the College as chapel, concert hall, assembly area, and lecture hall. Its renovation in 1981 provided a hall with splendid acoustical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of

Monmouth College. In Wallace Hall, audiovisual facilities adjoin classrooms and faculty offices. Carnegie Hall, once the College library, now houses the Student Development Office, the Learning Skills Center, the bookstore, and teaching space for drama. Most College theater productions are staged in the Little Theatre. The Music Department has much of its activities in Austin Hall on the east side of campus.

■**Student Development Services.** The staff of the Dean of Students Office—the deans, directors, physicians, nurse, head residents, and resident assistants— have a special responsibility for the quality of student life. Together, they touch all aspects of student life—academic, social, and cultural.

The Dean of Students Office administers all student development services. The deans concentrate particularly on individual and group counseling, advising the student government, judicial affairs, fraternity and sorority affairs, special programming, and residence life.

The Health Center, staffed by physicians and a registered nurse, provides routine health care. The physicians hold office hours on campus on weekdays, and the nurse is on duty during the day for appointments and emergency treatment. The Health Center staff makes referrals to the local hospital and medical specialists when necessary. These services are available to students without charge, but students should make certain that they are covered by their family's health and hospitalization program.

The Career Planning and Placement Center works to effect an appropriate union of the College's educational purposes and the vocational goals of students. Workshops, special presentations, and library resources provide students an opportunity to assess their personal interests, aptitudes, and skills throughout their four years at Monmouth. Career planning and placement is described on pages 7-10.

The Student Center is the hub of extracurricular activities on campus. The director of the Student Center and student assistants work closely with the Community Activities Board and other organizations in planning a wide range of activities. These include concerts, exhibits, lectures, and many other social and cultural programs. In addition, through worship services on campus, off-campus retreats, and other activities, the College seeks to enrich the religious life of its members and to keep religious questions before the community.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development, and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone. Accordingly, the College requires all its sutdents to live on campus, except those who reside with their parents in the Monmouth area. While providing some supervision of students in residence through its system of head residents and resident assistants, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Gibson, where rooms are arranged in fours around a shared bathroom. Too, the residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings

bright and cheerful—a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings, and life-styles.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose eventually to join fraternities or sororities. Sorority women live within the residence halls, choosing rooms as do the unaffiliated. Fraternity men, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

Most students, including some who live at home, take their meals in the dining hall of the Student Center. All students in residence are required to dine on campus. Private dining rooms in the Student Center are available for special occasions.

■**Recreation and Athletics.** More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as their physical well-being. Monmouth provides a variety of opportunities, from the tight discipline of intercollegiate competition to an extensive intramural schedule. The College's Bobby Woll Athletic Field features an eight-lane track with a rubberized asphalt surface. Ample indoor recreational space is provided by the College's athletic center, which includes Arthur Glennie Gymnasium, dedicated in 1983, and the old gymnasium, completed in 1925 and extensively renovated in 1984.

Monmouth's men compete on the varsity level in football, soccer, cross country, basketball, wrestling, baseball, track and field, and tennis. Varsity competition is offered to Monmouth's women in volleyball, cross country, tennis, basketball, track and field, and softball. More than eighty percent of Monmouth's students find recreation in the intramural program, whether on the lighted tennis courts, in the billiard room, or in the pool.

■**Campus Organizations.** The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction, and several groups provide for those whose talents are in the arts. Notable among Monmouth's traditionally strong music organizations is the bagpipe band, the Monmouth College Highlanders. The Association for Women Students, the Black Action and Affairs Council, the International Club, and the Fellowship of Christian Athletes speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, the Scouts, children's aid organizations, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities.

■**College Governance.** Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students' needs. Accordingly, the College provides extensive opportunities for students to

be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together for the welfare of the whole.

The Monmouth College Senate has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty, and students. The Senate is composed of no fewer than thirty-three directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student Association sit in all plenary sessions and with Senate committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statutes, students participate on all faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Association, which has a wide interest in and responsibility for the quality of student life. Its legislative body is the Student Senate, which is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the faculty and the trustees.

■**Rights and Responsibilities.** The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name. Accordingly, the Student Association has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the Dean of Students.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction. Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

■**The Career Planning and Placement Center.** In the Career Planning and Placement Center students find, from the freshman year forward, a variety of valuable aids and services. The office maintains a library of materials on the many professions and work opportunities available to graduates of liberal arts colleges. It offers a comfortable lounge area where students may examine career-planning literature and conference rooms for meetings with representatives of professional schools and potential employers.

The Director of Career Planning and Placement helps students assess their career interests, measure their aptitudes,

prepare for job interviews, and compile their credentials. The office offers regular workshops and presentations as well as personal counseling.

In an ongoing program, the College invites graduates to return to the campus to discuss their working lives with students and to advise them on planning programs that will prepare them well for particular career paths.

■Preprofessional Programs.

•ARCHITECTURE. Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

•COMMUNICATIONS. After receiving the B.A. degree, students can usually obtain an M.A. in communications after one year of concentrated study at a major university. Courses in English, psychology, and speech are useful preparation. Student publications, the campus radio station, and extemporaneous speaking offer opportunities for students to gain practical experience.

•COMPUTER SCIENCE. Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The Department of Mathematics and Computer Science offers majors in both mathematics and computer science.

• COOPERATIVE PROGRAMS IN LIBERAL ARTS AND HEALTH PROFESSIONS. Monmouth College has affiliated programs with Rush University and Mennonite College in nursing and medical technology. Students begin their education on the Monmouth campus and finish at Rush-Presbyterian-St. Luke's Medical Center in Chicago or at Mennonite College in Bloomington. When the requirements on the Monmouth campus have been successfully completed, the student continues the program at Rush or Mennonite College. Two options are available. A student with good scientific preparation and aptitude can complete the minimal requirements of the pre-professional phase at Monmouth in two years. The student then finishes training on the Rush or Mennonite campus and is awarded a B.S. in nursing or medical technology (Rush only) after two years there. This is called the 2-2 option. A second possibility is to take this program as a 3-2 option that allows a little more flexibility in the pre-professional phase of the experience. Students completing this program are awarded a B.A. by Monmouth and a B.S. by Rush or Mennonite College when work at Rush or Mennonite and Monmouth has been completed.

Monmouth also has an affiliated 3-1 certificate medical technology program with several hospitals. The student spends three years at Monmouth and one year in training at the hospital. At the end of the fourth year the student is awarded a B.A. from Monmouth and a certificate to practice medical technology after successful completion of all requirements and passing the state examination in medical technology.

Monmouth College and Washington University of St. Louis share a 3-2 Occupational Therapy Program. A student who successfully completes the requisite three years at Monmouth and two years at the School of Medicine Program in Occupational Therapy will receive both the B.A. degree from Monmouth College and the B.S. degree from Washington University.

Students in the above programs are advised by a faculty member on the Health Careers Committee.

•DENTISTRY. A student preparing for a career in dentistry must simultaneously fulfill the general education requirements for graduation from Monmouth College

and for a field of concentration (a "major"). Dental schools do not require a specific undergraduate major. However, most students major in biology, chemistry, or such combinations as the biology-chemistry major offered at Monmouth College. Students should familiarize themselves with the course requirements and academic standards as explained in the booklet, Admission Requirements of U.S. and Canadian Dental Schools. Predentistry students are usually advised by a faculty member in the Biology or Chemistry department.

•ENGINEERING. Monmouth College is affiliated with Case Western Reserve University and Washington University in a joint five-year program of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Upon completion of the program the student receives degrees from both Monmouth and the engineering school.

•ENVIRONMENTAL STUDIES. A synoptic major in environmental studies can lead to graduate work or career positions in this expanding field. This program emphasizes a field understanding of the combined areas needed to properly comprehend the complex nature of environmental studies. Options allow for technical expertise or a policy/advocacy slant to the major, depending upon the goals of the participant.

•LAW. Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

•LIBRARY SCIENCE. After receiving the B.A. degree, a student may qualify for a degree in library science with one year of training in a professional school. Specialized library work in business and industry is open to students with scientific training. Opportunities are available for students interested in library science to work in Monmouth College's Hewes Library.

•MEDICINE. Admission to an American medical school is extremely competitive; cumulative grade point of 3.5 is generally the minimum for acceptance. Students should familiarize themsleves with the course requirements and academic standards explained in the Medical School Admission Requirements for the United States and Canada. Premedical students are usually advised by a faculty member in biology or chemistry. A student can choose any major, but most major in biology or chemistry. Careful planning of the student's academic program is essential and should begin during freshman orientation.

•MINISTRY AND CHRISTIAN EDUCATION. The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the modern ministry. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the Education Department as well as from the above concentrations.

•RESERVE OFFICERS' TRAINING CORPS. Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the Military Science Department.

•SOCIAL SERVICE. Many opportunities in social-service professions are available to students who major in psychology or sociology. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

•TEACHING. Teacher preparation programs at Monmouth meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary and secondary schools with opportunities to develop the skills and behaviors needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students including a special program for those interested in bilingual education. Students may begin other programs at Monmouth and complete them in graduate school. Information about teacher education may be found in the section on the Education Department.

•VETERINARY MEDICINE. Students interested in veterinary medicine usually major in biology. The student should check the Veterinary Medical School Admission Requirements in the United States and Canada. The faculty adviser will help with academic planning.

ACADEMIC PROGRAM

THE MONMOUTH PLAN

■**The Three-Three Calendar.** The academic year at Monmouth is organized in three terms. In each term students ordinarily take three courses. The three-three calendar, as it is usually called, was created to permit students and faculty members to concentrate on a smaller number of courses at a given time and to use their time more efficiently.

Courses meet for three seventy-minute periods or four to five fifty-minute periods a week, with laboratory or studio courses having additional sessions. A term course usually earns one unit of credit, though some courses carry partial credit.

The requirements for the degree are four years of academic work in which the student earns at least thirty-six units of credit. An average of C (2.00) or higher must be obtained in course work at Monmouth College. Candidates for the degree must complete a major, earning a grade of C or higher in each major course. All general education requirements must be fulfilled. The senior year residency requirement stipulates that the last nine course credits required for the degree must be credits granted by Monmouth College.

■**The Monmouth Curriculum.** The program of study at Monmouth College is a distinctive answer to questions that critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares people to live in a rapidly changing world? How can we provide students with marketable skills and at the same time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose, together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests, as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

•THE FRESHMAN SEMINAR. The seminar, taken by all freshmen in their

first term, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes—questions the student will encounter again and again, in one form or another, both in the College and outside it.

A dozen students meet four times a week with a faculty seminar leader, and all seminar groups meet together on Tuesday at 10 a.m. for a colloquium, lecture, or other presentation. Students earn one unit of credit for the seminar.

•DEPARTMENTAL MAJOR. To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth that leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than twelve courses may be required in a discipline. Students may take additional courses in the department as electives, but they may count no more than fifteen courses in a single department toward the thirty-six units required for the degree. (The Curriculum Committee can recommend exceptions to the faculty.)

•SYNOPTIC MAJOR. The synoptic major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's adviser plays an important role in helping to plan a synoptic major.

The synoptic major consists of at least twelve units, six of them at the 300 or 400 level. One of these units must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed courses and formally appoint the adviser who will guide the student. Requests for approval must be filed at least one year before the student's graduation.

•FREE ELECTIVES. The Monmouth curriculum provides students with ten to fourteen elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department (up to the limit of fifteen), to develop a minor, or to enhance the work of the general education program.

•GENERAL EDUCATION COMPONENTS. The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests that go beyond the college years and academic institutions. General education is more than a simple call for breadth or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions that define civilization and those experiences that define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics that should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally crosses the traditional lines of the

academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for thirteen of the thirty-six units required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Systems of Thought and Belief* are required respectively in the freshman and senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions that cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Introduction to Literature (English 150), that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level of the 102 course. The Classics and Modern Foreign Languages departments place or exempt students on the basis of competence demonstrated in prior study and/or a test administered during new student orientation. International students whose native language is other than English are not required to take the two-term foreign language sequence. English is considered their second language. International students are exempt from the foreign language requirement but do not receive credit toward graduation. Students who experience scheduling difficulty may postpone one or both units in a foreign language until the sophomore year.

Students whose lack of competence in writing is apparent to the Department of English are required to take Expository Writing (English 101) in their first term. Others who need assistance with writing assignments are referred to the Learning Skills Center or the Writing Center for individual help, but their continuing difficulty may lead to their being required to take Expository Writing.

The Physical Universe and Its Life Forms. Human beings are part of nature even while they transcend it by examining and describing it and by

imagining very different worlds. Any statement about human beings that ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably in sequence, taken before the end of the junior year: (a) one unit course with laboratory in chemistry, geology, or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art—achievements of the creative imagination in literature, music, art, and theater—are among the supreme accomplishments of the human spirit. Other components of the general education program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary civilization and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are two units, preferably in sequence, taken before the end of the junior year: (a) one course emphasizing appreciation; and (b) one course emphasizing participation in the creative process (partial course credits from different disciplines may be added together to satisfy this requirement).

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing we call culture. Society shapes us in ways we may not suspect; the range of influences is immense. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the dimensions and characteristics of our own contemporary society, so we need a historical and extranational perspective on ourselves. Studying the history of our society enables us to see how we became what we are and how events and developments in the past have shaped

our present. Similarly, the study of a society outside our Western frame of reference helps us look critically upon assumptions we might otherwise never challenge and enhances our own cultural experience.

The requirements in this sequence are three sophomore- or junior-level courses, preferably in sequence, taken before the end of the junior year: (a) one course dealing with a smaller unit of society, that is, with interpersonal relationships or with smaller social groups; (b) one course dealing with a larger unit of society, that is, with questions on a national or international scale; and (c) one course dealing with a non-Western society.

Students are exempted by the Registrar from one term course for each term they are enrolled in an off-campus program.

Systems of Thought and Belief. In this component, the capstone of the general education program, students engage in a critical review of some of the answers that thinkers and visionaries have given to the great questions encountered in the freshman seminar and expanded upon in other components—questions about values, goals, purpose, and meaning. Some form of thinking and believing is, of course, involved in all courses. Here a more direct and self-conscious way is called for: a critical examination of deeper, less obvious levels of systematic thinking. Here students examine the assumptions that underlie different ways of looking at life, various ideas about life's meaning, the methods of thought appropriate to particular systems, the different kinds of experience open to human beings, and various definitions of the good life.

Courses in this component focus on questions about man's relationship to nature, to institutions, and to God or the gods. They examine those experiences and insights that seem to cast light on whether there is direction and purpose to human life in ways that are sensitive to levels of experience that are not easily expressed.

The requirements in this component are two courses, preferably in sequence, taken in the senior year, in two of the following three categories: Sources of Western Civilization, Perennial Themes, and Criticism and Values.

Students enrolled in off-campus programs during their senior year are exempted by the Registrar from one of these two courses.

■**Requirements for the Degree.** In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least thirty-six units of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior year residency requirement stipulates that the last nine course credits required for the degree must be credits granted by Monmouth College.
2. Completion of the freshman seminar with a passing grade.
3. Completion of a major program with at least a C in every course counted toward the major.
4. Completion of the five components of the general education program: *Language, The Physical Universe and Its Life Forms, Beauty and Meaning in Works of Art, Human Societies,* and *Systems of Thought and Belief.*

■**Application for Degree.** Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation.

■**General Education Courses.** Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in term course schedules.

•*LANGUAGE.*

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: Speech Communication and Theater Arts 101. Fundamentals of Speech Communication.

(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: English 150. Introduction to Literature.
(c) Competence in a foreign language at the level of the 102 course, in the freshman or sophomore year:
French 101-102. Elementary.
German 101-102. Elementary.
Greek 101-102. Elementary.
Latin 101-102. Elementary.
Spanish 101-102. Elementary.

•*THE PHYSICAL UNIVERSE AND ITS LIFE FORMS.* Two courses, preferably in sequence, taken before the end of the junior year.
(a) One unit course with laboratory in chemistry, geology, or physics:
Chemistry 101. Chemistry: A Cultural Approach.
Chemistry 111. Introductory Chemistry I. (Satisfies requirement for students who completed the Chemistry sequence to 211 and 231. Also for students completing a program in Health Careers.)
Geology 101. Physical Geology.
Geology 103. Physical Geography.
Geology 105. Environmental Science.
Geology 205. Oceanography.
Physics 103. Astronomy.
Physics 110. Introductory Physics (for science majors).
Physics 121. Introduction to Physics (for nonscience majors).
(b) One unit course with laboratory in biology or psychology:
Biology 110. Introduction to Cell Biology.
Biology 111. General Zoology.
Biology 112. General Botany.
Psychology 200. Experimental Psychology.

•*BEAUTY AND MEANING IN WORKS OF ART.* Two units, perferably in sequence, taken before the end of the junior year.
(a) One course emphasizing appreciation and interpretation:
Art 200. Introduction to the History of Art: Prehistoric Through Medieval.
Art 201. Art History Survey: Renaissance Through Modern World.
Classics 210. Ancient Literary Genres.
English 230. Development of Drama.
English 240. Russian Literature of the 19th Century.
History 206. The Enlightenment.
History 207. Modernism.
History 208. 19th Century Arts and Letters.
History 209. Soviet Cultural History.
Music 101. Introduction to Music.
Music 111. Fundamentals of Music.
Music 203. Evolution of Jazz.
Philosophy 315. Aesthetics.
Speech Communication and Theater Arts 110. Introduction to Theater and Cinema Appreciation. Speech Communication and Theater Arts 250. Theaters and Human Context. (250 numbers are subject to change.)
(b) One course emphasizing participation in the creative process (partial course credits from different disciplines may be added together to satisfy this requirement):
Art 120. Drawing I.
Art 122. Sculpture I.
Art 124. Ceramics I.
Art 141. Painting I.
Art 143. Printmaking I.
Art 211. Design.
Art 236. Photography.
English 210. Creative Writing.
Music 141/142. Organ.
Music 145/146. Piano.
Music 151/152. Voice.
Music 155/156. Strings.
Music 161/162. Woodwinds.
Music 165/166. Brass.
Music 171/172. Percussion.
Music 181. Vocal Chamber Music.
Music 182. Instrumental Chamber Music.
Music 183. Jazz Ensemble.
Music 184. Concert Choir.
Music 185. Wind Ensemble.
Music 186. Highlanders.
Speech Communication and Theater Arts 100-2. Theater Arts Workshop.
Speech Communication and Theater Arts 106. Oral Interpretation of Literature.
Speech Communication and Theater Arts 111. Introduction to Technical Theater.
Speech Communication and Theater Arts 200-2. Advanced Theater Arts Workshop.

Speech Communication and Theater Arts 212. Beginning Acting.
Speech Communication and Theater Arts 350. Summer Theater Practicum.

•*HUMAN SOCIETIES.* Three courses at the sophomore or junior level, preferably in sequence, taken before the end of the junior year.
(a) One course dealing with a smaller unit of society, that is, with interpersonal relationships or with smaller social groups:
Business Administration 205. Management and Organizational Dynamics.
Classics 250. Sport and Recreation in the Ancient World. (250 numbers are subject to change.)
Classics 310. The Family in the Ancient World.
Economics 201. Principles of Economics II.
Government 104. State and Local Government and Politics. (Satisfies requirement only for students who complete teacher certification requirements.) Government 370. Participation and Democratic Theory.
History 359. Studies in American History. (Satisfies requirement only when the topic is family history and genealogy.)
Psychology 340. Personality.
Sociology 327. Sociology of Medicine.
(b) One course dealing with a larger unit of society, that is, with questions on a national or international scale:
Business 250. Decision Making and Human Values. (250 numbers are subject to change.)
Classics/History 211. History of Greece.
Classics/History 212. History of Rome.
Economics 200. Principles of Economics I.
Government 106. International Relations.
History 353. Twentieth-Century America.
Sociology 341. Urban Sociology.
Sociology 347. Minorities.
Speech Communication and Theater Arts 221. Mass Media and Modern Society.
(c) One course dealing with a non-Western society:
Art 304. Asian Art and Culture.
Government/History 236. Soviet Union.
Government 242. Asian Politics.
Government 244. Politics of Islam.
History 202. Modern Japan.
History 301. History of China.
History 302. History of the Middle East.
History 303. History of India and South Asia.
History 304. History of Africa.
Religious Studies 210. Judaism and Islam.
Religious Studies 322. The Religions of China and Japan.

•*SYSTEMS OF THOUGHT AND BELIEF.* Two courses, preferably in sequence, taken in the senior year in different categories:
Category A—Sources of Western Civilization.
STB 400. Great Themes of the Bible.
STB 401. A Christian View of Human Nature.
STB 402. Classical Mythology.
STB 403. Greek and Medieval Philosophy.
Category B—Perennial Themes.
STB 434. War and Peace.
STB 435. Political Theory I: Early Modern.
STB 436. Poetics of the Self.
STB 437. The New Individual.
STB 438. Modern Philosophy.
STB 439. Systems of Thought in the Social and Behavioral Sciences.
STB 440. Feminism and Communication.
Category C—Criticism and Values.
STB 468. Arts in Society.
STB 469. Values in Novels: Iris Murdoch.
STB 470. Biotechnology and Its Human Values.
STB 471. Ecology of Overpopulation.
STB 472. Fiction and Industrial Society.
STB 473. The Literature of Feminism.
STB 474. Christianity and Its Critics.
STB 475. Political Theory II: Modern.
STB 476. Ethics.
STB 477. Energy Resources.

ACADEMIC POLICIES

■**Advanced Standing and Early Graduation.** While the Monmouth curriculum is a carefully designed program intended to occupy students fully for four years, some exceptionally well-prepared students may seek early graduation in order to pursue other educational opportunities. Such students

may obtain approval for a program of work that will allow them to earn the degree in fewer than twelve terms. A student who wishes to graduate early must propose a program to the Curriculum Committee at least one year before the proposed graduation date and show that he or she will accomplish not only a minimum credit count but will also satisfy the requirements of the curriculum in an exemplary fashion. A proposal for early graduation may include credit for work done in the Advanced Placement Program (APP), in the College Level Examination Program (CLEP) of the College Board, or in summer school. Monmouth College grants advanced placement and awards credit for all APP work that receives a grade of 3 or better in disciplines offered in the Monmouth curriculum.

Students who seek advanced placement or credit on the basis of APP or CLEP examinations should consult the Dean of the College. Placement or credit can be granted with the Dean's approval when recommended by the student's faculty adviser and the department concerned. Placement without credit may be granted on the basis of a test administered by a department.

■**Credit by Examination.** A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, the individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of one term course credit per term can be earned through credit by examination.

Prior to taking such an examination, a student must secure the written approval of the adviser, the chair of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the score of the examination and whether the department requires minimum performance of a higher level than C.

The fee is one-half the charge assessed per term course or fraction thereof.

■**Enrollment in a Fourth Course.** A student who has a cumulative average of 3.00 or higher or who has earned an average of at least 3.00 in each of the two preceding terms may register for four term courses. A senior in good standing may enroll for four courses in his or her final term. Students who register for more than 3.5 courses are charged additional tuition on a pro rata basis.

■**Class Attendance.** Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, he/she may place the student on a "No Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic adviser and the Dean of the College that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

■**Registration.** Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. During the sixth week of each term, students select courses for the following term. (New students select courses during their orientation period.) Courses are selected

in consultation with the student's faculty adviser. All changes in registration require the written permission of the course instructors involved and the student's adviser. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. A course cannot be dropped after the sixth week without the permission of the Dean of the College.

■**The Grading System.** The grading system at Monmouth uses these symbols: A, B+, B, C+, C, D+, D, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit), and NC (No Credit).

•THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the sixth week. To withdraw from a course after the first week, a student must have the consent of the instructor of the course, the adviser, and the Dean of the College. A student cannot withdraw from a course after the sixth week of classes except for illness or other circumstances beyond his or her control. The approval of the Dean of the College is necessary. If the student is permitted to withdraw after the sixth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

•THE I (INCOMPLETE) signifies that work in the course is incomplete due to illness or other circumstances beyond the student's control or that the instructor thinks further evaluation is needed to determine the grade. If the I is not removed by the seventh week of the following term, the Registrar records an F.

•THE IP (IN PROGRESS) is appropriate for seminars and individualized study courses in which the work of the course cannot be completed in one term. The appropriate grade will be given upon completion of the work, but the Registrar records an F if the work is not completed by the end of the following term.

•CR (CREDIT) and NC (NO CREDIT) are the marks recorded for some one-sixth credit courses in which traditional grades (A, B, and so forth) are not awarded.

■**Grade-Point Average.** For the purpose of computing a student's average, A is given a value of four points, B+ 3.5, B three, C+ 2.5, C two, D+ 1.5, D one, and F zero. The average is determined by dividing the number of points earned during the term by the number of graded term courses carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded term courses taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been recorded are included in the grade-point average.

■**Repeating a Course.** Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned. Students who wish to repeat a course they have previously taken must file the appropriate form with the Registrar's Office.

■**Appeals and Petitions.** A student has the right of appeal on any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Dean of the College, who may act or send the petition to the appropriate faculty committee for its consideration. Forms for such appeals are available in the Registrar's Office.

■**Academic Honors.**

•COLLEGE HONORS AT GRADUATION. College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated *cum laude,*

with 3.75 or higher *magna cum laude,* and with 3.90 or higher *summa cum laude.*

•DISTINCTION SCHOLARS. Students who successfully complete the Distinction Program will be recognized at Commencment; this status will also be noted on transcripts.

•DEPARTMENTAL HONORS. Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

•ELIGIBILITY FOR DEAN'S LIST. At the end of each term, students enrolled in three term courses who earn a grade-point average of 3.67 or higher are named to the Dean's List.

•ELIGIBILITY FOR HONOR ROLL. At the end of each term, students enrolled in three term courses who earn a grade-point average of 3.50 or higher are named to the Honor Roll.

■Academic Status.

•CLASSIFICATION. A full-time student is any student officially enrolled for 2.5 or more course credits per term. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 2.5 but not fewer than 1.3 course credits per term. A student who is less than half-time is one officially enrolled for fewer than 1.3 course credits per term. Official enrollment is defined as the courses for which a student is registered at the end of the period for adding a course.

All students are classified at the beginning of the fall term on the number of term course credits earned: freshman, fewer than nine term credits; sophomore, nine but fewer than eighteen term credits; junior, eighteen but fewer than twenty-seven term credits; and senior, twenty-seven or more term credits.

•PROBATION AND SUSPENSION. Degree-seeking students at Monmouth College must achieve a schedule of completed course work and attain a cumulative grade-point average at the following levels:

Terms	Year in Residence	Credits Earned	Cumulative G.P.A.
1	First	2	1.60
2	First	4	1.60
3	First	7	1.80
4	Second	9	1.80
5	Second	11	1.80
6	Second	14	1.80
7	Third	16	1.80
8	Third	18	1.80
9	Third	21	2.00
10	Fourth	23	2.00
11	Fourth	25	2.00
12	Fourth	28	2.00
13	Fifth	30	2.00
14	Fifth	33	2.00
15	Fifth	36	2.00

Non-degree-seeking students need not complete course work as shown above but must maintain the cumulative grade-point average indicated. Cumulative grade-point averages required of all students at Monmouth College are 1.60 for fewer than seven credits, 1.80 for seven but fewer than nineteen, and 2.00 for nineteen or more credits completed.

A student who does not meet the standards set forth above may be placed on academic probation by recommendation of the Admissions and Academic Status Committee. Academic probation is a warning status. Monmouth College believes that it is necessary and just to warn students with a pattern of low grades that their performance, if continued, will not qualify them for graduation. The Admissions and Academic Status Committee reviews the performance of all such students at the end of each academic term. The purpose of this review is to determine the best course of action for each student. The committee will recommend to the Dean of the College a course of action that may include programs to develop academic skills, reductions in extracurricular activities, and academic or personal counseling. The Dean of the College, or his or her designate, will normally meet with each student and his or her adviser to establish means to

remove the student from academic probation. A summary of the decisions reached in this meeting will be placed in the student's academic file.

Because some students with academic difficulties cease to study and disrupt the quiet atmosphere of College residences, special notice will be taken of a student's study habits and respect for the rights of others. The Admissions and Academic Status Committee may recommend to the Dean of the College the suspension of a student on academic probation whose work has not improved or whose activities are disruptive to the academic achievement of others. Suspension is normally for one academic year. Suspension is not normally recommended before the end of the first year. However, the committee may at any time vote to suspend a student when it is evident that the student is not serious in seeking an education at Monmouth College. Under such extraordinary circumstances the student may be offered an interview with the committee.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performances, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

•READMISSION. Any student suspended for academic reasons may request readmission by writing to the Dean of the College. The letter should indicate the student's activities since suspension and the student's reasons for believing that readmission should be granted. Evidence that the student can perform acceptably in the academic program is important. The Admissions and Academic Status Committee will recommend a course of action to the Dean of the College concerning students suspended for academic reasons. The decision to readmit a student is made by the Dean of the College.

■**Transfer of Credits.** A course taken at another accredited institution is transferred on the basis of three-tenths credit per semester hour or two-tenths credit per quarter hour, provided that a grade of C or higher was received and that the course is acceptable at Monmouth College. No more than nine transfer credits will be allowed after matriculation and no student will be allowed to exceed eighteen total transfer credits. Grades of transferred courses are not included in calculating grade-point averages. For students enrolled at Monmouth College, the written approval of the Registrar and the adviser is required in advance if courses are to be taken at another institution for transfer credit. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received.

■**Junior-College Transfers.** A junior-college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree is admitted with junior standing (that is, with a maximum of eighteen term courses of transfer credit). The Registrar determines which transferred courses satisfy the degree requirements of Monmouth College.

■**Disciplinary Suspension and Expulsion.** A student suspended for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to suspension. Suspension for disciplinary reasons shall be for not less than the remainder of the academic term in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the term of suspension.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary suspension and expulsion shall be recorded on the academic record. When suspended or expelled from the College, a student may not be eligible for a refund.

■**Academic Dishonesty.** Academic dishonesty may result not only in failure in the course, but in suspension or dismissal from the College. Incidents of academic dishonesty will be reported to the Dean of the College.

■**Auditing a Course.** Full-time students may audit courses without charge. An auditor must have the written permission of the instructor as well as the approval of the Dean of the College before an audited course is listed on the student's permanent record. The student, with the instructor's written permission, may change the audited course to a credit course within the first six weeks of the term, provided the student is eligible to take the course for credit. Part-time students will be charged the audit fee.

■**Course Syllabi.** Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1. topics proposed to be covered in the course,
2. the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,
3. the basis on which grades are determined and other relevant information regarding the course,
4. the means by which any major change in the syllabus would be announced.

■**Final Examinations.** The final examination period is considered to be a regular part of the academic term. It is expected that instructors will administer final examinations in all regularly scheduled term courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the term.

■**Convocations.** The academic program of the College is supported by a weekly convocation program. Eight times a term, at 10 a.m. on Tuesday, all other academic activities, including classes, are suspended and faculty, students, and other members of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall term is a Matriculation Ceremony initiating freshmen into the College. Every May there is an Honors Convocation to recognize students for outstanding academic achievements.

Courses Of Instruction

ART

George L. Waltershausen, Professor, Chair
Harlow B. Blum, Professor
Cheryl L. Meeker, Lecturer

■**Art Major.** The major program in art requires at least eleven course credits in the Department of Art. The major in art consists of Art 120 for one credit; one credit from Art 122 and 124; one credit from Art 141 and 143; Art 200 and 201 for two credits; three credits from Art 211, 236, 240, 241, 242, 243, and 244; two credits from Art 302, 320, and 361; and Art 450 for one credit.

■**Art Minor.** A minor in art consists of at least six courses: Art 120 for one credit; one credit from Art 141, 143, 211, and 236; one credit from Art 122 and 124; one credit from Art 240, 241, 242, 243, and 244; at least one credit from Art 200, 201, and 302; and one additional credit at the 300 or 400 level.

■**Teacher Certification.** Students interested in certification to teach art at the secondary level are required to take Art 341. The department encourages such students to take Art 124 and 211. Additional requirements for teacher certification in elementary and secondary art are detailed in the section on the Education Department.

STUDIO ART

120G. Drawing I. A study of composition (the organization of space and shapes) and materials (pencil, charcoal, and ink). Landscape, still life, and the human figure are emphasized as subjects. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

122G. Sculpture I. A study of three-dimensional form in clay, plaster, cast or welded metal, and wood. Problems in space, mass, and surface are emphasized in addition to various techniques. Written assignments concerning problems in sculpture are given. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

124G. Ceramics I. An introduction to forming and firing handbuilt and wheelthrown clay. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods of building and glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

141G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

143G. Printmaking I. A study of the basic processes of relief printmaking and etching that emphasizes the techniques and intrinsic properties of the print media as an art form. Prerequisite: Art 120 or consent of the instructor. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

211G. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component.

236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliche verre. Applicable to participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One or one-half unit.

240. Drawing II. A continuation of Art 120 with increased emphasis on the skills and problems of the individual student. Credit: One or one-half unit.

241. Painting II. A continuation of Art 141 with increased emphasis on the skills and ideas of the individual student. Credit: One or one-half unit.

242. Sculpture II. A continuation of Art 122 with more attention to the individual student's special needs and interests. Credit: One or one-half unit.

243. Printmaking II. A continuation of Art 143 including additional printmaking processes such as photoetching, color viscosity printing, and other color processes. Includes increased emphasis on the skills and ideas of individual students. Credit: One or one-half unit.

244. Ceramics II. A continuation of Art 124 in which the student attempts more complex forms. A concerted effort is made to focus on the student's personal response to clay, glaze, and firing by mixing clay, preparing glazes, and loading and operating kilns. Credit: One or one-half unit.

ART HISTORY

200G. Introduction to the History of Art: Prehistoric Through Medieval. A chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. Includes lecture-discussion sessions, readings from the text and from works on reserve in the library, and a short research paper. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component.

201G. Art History Survey: Renaissance Through Modern World. A chronological study of significant works of art from the Renaissance through the twentieth century. Certain monuments are examined in their cultural context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component.

302. Contemporary Art. An examination of developments, major movements, and directions in art between 1900 and World War II. Emphasizes an analysis of American art beginning with the abstract expressionists and concluding with recent trends and ideas.

304G. Asian Art & Culture. The course will provide a general introduction to the most significant art forms in Asian art and shape the general student's awareness of the cultural heritage of the Far East. Satisfies non-Western requirement, *Human Societies* component.

SEMINARS AND SPECIAL STUDY

250. Special Topics.

320. Junior Independent Study. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student.

341. Secondary Art Education Methods. A study of the role of art in the schools, trends in art education, instructional strategies, and the evaluation of student work. Opportunities to observe high school art programs are provided. Corequisite or prerequisite: Education 340.

361. Open Studio. May be repeated for credit. Credit: One or one-half unit.

420. Senior Independent Study. An individual program of research designed in consultation with the faculty in an area of special interest to the student.

450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Open to senior art majors or by special permission of the faculty.

BIOLOGY

Robert H. Buchholz, Professor, Chair
David C. Allison, Professor
Kenneth L. Petersen, Assistant Professor

■**Biology Major.** The major in biology consists of ten and one-third courses in the department: Biology 110, 111, 112, 201 or 307, 203 or 205 or 206, 303 or 305, 306, 308, 310, 420, and 421. Also required for the major are Chemistry 211 and 231. Majors interested in professional school or quantitative disciplines in graduate school should take two terms of physics. Other majors are required to take Physics 110 and Geology 101. Majors obtaining certification to teach may substitute Geology 102 for Physics 110.

The major program in biology culminates with Biology 420 and 421. Students complete an independent study project of their choice and undertake a literature search and an experiment that results in a paper and an oral presentation.

■**Biology Minor.** A minor in biology provides the opportunity for students to study plants and animals, to make qualitative and quantitative studies of organisms, to study form and function, to investigate genetic problems, and to have a field experience. To fulfill these objectives, students must complete at least six courses, including Biology 111, 112, 203 or 205 or 206, 303 or 305, 306, and 201 or 307.

■**Ecological Field Station.** In the summer of 1969, the Biology Department of Monmouth College established an ecological field station on backwaters of the Mississippi River near Keithsburg, Illinois. The site is just thirty minutes from the campus. This classroom-laboratory in the field lends particular strength to the department's instruction in ecology. It is used, too, for other biology courses, independent study, and student-faculty summer research projects. The ecological field station is a cooperative project of Monmouth College and the U.S. Corps of Engineers.

■**Prairie Plot.** Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth's students access to one of the finest prairie plots in Illinois and the opportunity to view the "micro prairie" of one hundred and two hundred years ago. The plants present in the plot remain from the days of the virgin prairie and offer opportunities for research on the plants present, the prairie soils and the adjacent cultivated soils, and the fauna that find habitat among these plants.

110G. Introduction to Cell Biology. An introductory study of the structure and functions of living cells and their components. Lecture sessions emphasize current concepts and hypotheses about cell structure and function. Laboratory sessions provide for observations of cell structure and for experimental study of cell function. Satisfies life forms requirement, *The Physical Universe and Its Life Forms* component.

111G. General Zoology. A study of the animal kingdom that emphasizes the structure and function of representative forms, evolutionary relationships, and the ecological significance of various species and larger taxonomic groups. Satisfies life forms requirement, *The Physical Universe and Its Life Forms* component. No prerequisites.

112G. General Botany. An introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. Satisfies life forms requirement, *The Physical Universe and Its Life Forms* component. No prerequisites.

116. Computer Modeling in Biology. An introduction to computer modeling in the various fields of biology. Basic language is used and students do some programming. Programs are used to illustrate the contribution of computers to understanding fundamental biological principles and processes. No prerequisites. Credit: One-third unit.

201. Field Botany. A study of plants emphasizing the principles of plant classification. Various plant associations are studied with reference to different environmental conditions. Includes field trips to study localized plant associations. Prerequisite: Biology 112 or consent of the instructor.

203. Comparative Vertebrate Morphology. A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Laboratory sessions emphasize dissection of representative types. Prerequisite: Biology 111.

204. Human Anatomy and Physiology. An introductory study of the structure and function of the human body. May not be counted toward a major in biology.

205. Invertebrate Zoology I. A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of acoelomate and pseudocoelomate invertebrates. Free-living and parasitic forms are considered. Representatives of the major groups are studied in the laboratory. Prerequisite: Biology 110 or 111 or consent of the instructor.

206. Invertebrate Zoology II. A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coelomate invertebrates with emphasis on the annelid worms, anthropods, molluscs, and echinoderms. Representatives of the major groups are studied in the laboratory. Prerequisite: Biology 110 or 111 or consent of the instructor.

250. Special Topics.

300. Special Problems. A special course in a laboratory exercise, a field problem, or readings for the student

who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty.

302. Bacteriology. A general study of the bacteria emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration also is given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental bacteriological methods. Prerequisite: Biology 110.

303. General Physiology. A study of the fundamental concepts and basic principles of protoplasmic processes in animal, microbial, and plant cells. Prerequisites: Biology 110 and 111 or 112, one term of organic chemistry, or consent of the instructor.

304. Neurobiology. A study of the development, anatomy, and physiology of the nervous system. Prerequisites: Biology 110 and 111 or consent of the instructor.

305. Mammalian Physiology. A detailed study of the physiological mechanisms of mammalian systems. Prerequisites: Biology 110 and 111, one term of organic chemsitry, or consent of the instructor.

306. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequistes: Junior standing and Biology 110, 111, or 112 or consent of the instructor.

307. Ecology. An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: Biology 111 and 112.

308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions emphasize detailed microscopic examination of vertebrate embryos in different developmental stages. Prerequistie: Biology 111.

309. Advanced Computer Modeling in Biology. Students design, write, test, and develop computer models in the various fields of biology. Prerequisites: Biology 116 and Computer Science 125 or consent of the instructor. Credit: One-third unit.

310. Scientific Writing. Discussion of and practice in preparing the components of a scientific paper. Open to all science majors. Students taking or contemplating independent study are particularly encouraged to enroll. Credit: One-third unit.

INDIVIDUAL STUDY

420. Seminar and Literature Search. Readings and discussions on selected topics designed to relate knowledge from the several branches of biology to the whole of biological knowledge and to other learned disciplines, from both a historical and a current-problems point-of-view. The literature search for the independent study project is carried out at the same time.

421, 422. Independent Study. Individual research or an advanced experimental project chosen by the student in consultation with the faculty. Includes searching primary literature, designing and executing experiments, and reporting the results orally and in writing. Open to qualified juniors and all seniors majoring in biology.

CHEMISTRY

Peter A. Gebauer, Professor, Chair
Richard L. Kieft, Associate Professor
George C. Nieman, Professor

■**Chemistry Major.** A major in chemistry consists of Chemistry 111, 112, 211, 212, 231, 311, 312, 331, 350 (for a total of one credit), and 403 or 420; Mathematics 151 and 152; Computer Science 125; and Physics 110 and 111. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (Chemistry 403 or 420) and six terms of Science Seminar (Chemistry 350).

The department requests that each major write the Undergraduate Record Examination to assist in departmental evaluation.

■**Chemistry Minor.** A minor in chemistry consists of the following six courses: Chemistry 111, 112, 211, 212, 231, and 311.

■**Secondary Teaching.** A chemistry major can prepare to teach chemistry at the secondary level by completing the teacher preparation program outlined by the Education Department.

101G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, ranging from drugs to detergents and from chemical warfare to birth control. Laboratory sessions illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from synthesis to the determination of molecular structure. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

110. Preliminary College Chemistry. Designed primarily for the student who has no background in chemistry. Content includes the mathematical skills required to solve general chemistry problems, the nomenclature and notation of chemistry, basic concepts of atoms and molecules, the periodic table of the elements, bonding, chemical change, and stoichiometry.

111G. Introductory Chemistry I. An introduction to the chemical properties of the elements and compounds; their electronic structure and bonding; and bulk properties in the solid, liquid, and gaseous states. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component for students in a program in Health Careers and for students who complete the Chemistry sequence through Chemistry 211 and 231. Prerequisite: Chemistry 110 or high school chemistry.

112. Introductory Chemistry II. A continuation of Chemistry 111 emphasizing reaction kinetics, equilibrium, and energy relationships. Prerequisite: Chemistry 111.

122. General Chemistry. A continuation of Chemistry 111 for students in the nursing programs. Includes a study of equilibrium and an introductory survey of organic chemistry. Prerequisite: Chemistry 111.

211. Organic Chemistry I. A study of organic chemistry including the structure and reactions of some biologically important types of molecules. Laboratory experiments introduce some of the more important techniques for isolating, purifying, and identifying organic compounds. Prerequisite: Chemistry 112.

212. Organic Chemistry II. A study of the structure and reactivity of some of the less complicated types of organic compounds. Laboratory experiments emphasize the synthesis and identification of organic compounds. Prerequisite: Chemistry 211.

231. Introduction to Analytical Chemistry. An introduction to the principles of chemical equilibrium and quantitative analysis. Topics include

gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations. Two laboratories per week consist of experiments in separation and measurement. Prerequisite: Chemistry 112.

250. Special Topics.

311. Physical Chemistry I. Emphasizes classical chemical thermodynamics. Prerequisites: Chemistry 231, Computer Science 125, Mathematics 152, and Physics 110.

312. Physical Chemistry II. Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisites: Chemistry 311 and Physics 111.

313 Advanced Physical Chemistry. Emphasizes the applications of quantum mechanics to problems in structure, bonding, and spectroscopy. Corequisite: Chemistry 312.

321. Biochemistry. A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Prerequisites: Chemistry 212 and 311.

331. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic processes are studied. Corequisite: Chemistry 312.

341. Advanced Inorganic Chemistry. A study of the structure, bonding, thermodynamic stability, and reaction kinetics of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Corequisite: Chemistry 312.

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in chemistry, geology, and physics. Credit: One-sixth unit per term to a total of one unit.

351. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Prerequisites: Chemistry 212 and 311.

403. Research. An original laboratory project chosen in consultation with the chemistry faculty. Research may be performed off campus.

420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member.

451. Advanced Topics in Chemistry. A study of advanced topics on subjects as announced. Corequisite: Chemistry 312.

CLASSICS

Thomas J. Sienkewicz, Professor, Chair
William L. Urban, Professor

Students may pursue majors in Latin, Greek, or classical civilization.

■**Latin Major.** A major in Latin consists of ten credits, including six credits in Latin above the 100 level and Classics 212.

■**Greek Major.** A major in Greek consists of ten credits, including six credits in Greek above the 100 level and Classics 211.

■**Classical Civilization Major.** A major in classical civilization consists of ten credits, including Classics 211, 212, and 410. Language proficiency at the 102 level in Latin or Greek is also required.

■**Latin Minor.** A minor in Latin consists of five credits, including three Latin credits above the 100 level.

■**Greek Minor.** A minor in Greek consists of five credits, including three Greek credits above the 100 level.

■**Classical Civilization Minor.** A minor in classical civilization consists of five credits in classics.

The Classics and Education departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of teachers of Latin.

LANGUAGE COURSES

LAT 101G. Elementary. An introduction to Latin grammar and syntax, with simple readings and translation.

LAT 102G. Elementary. A continuation of Latin 101. Satisfies foreign language requirement, *Language* component.

LAT 201. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. This course may be repeated with different topics. Credit: One-half unit. Prerequisite: Latin 102 or permission of the instructor. May satisfy foreign language requirement, *Language* component.

LAT 401. Individualized Study. Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics.

LAT 420. Prose Composition. Prose composition in Latin. For advanced students only.

LAT 435. Methods of Teaching Latin. A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Corequisite: Education 340.

GRE 101G. Elementary. A study of Greek grammar and syntax with special emphasis on New Testament Greek.

GRE 102G. Elementary. A continuation of Greek 101 with special emphasis on Attic Greek. Satisfies foreign language requirement, *Language* component.

GRE 201. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. This course may be repeated with different topics. Credit: One-half unit. Prerequisite: Greek 101 or permission of the instructor. May satisfy foreign language requirement, *Language* component.

GRE 212. Biblical Greek. Selections from the Greek Septuagint and New Testament. By special arrangement, may satisfy foreign language requirement, *Language* component, for students who do not take Greek 102. Prerequisite: Greek 101 or its equivalent.

GRE 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics.

CIVILIZATION COURSES

CLA 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Satisfies requirement in larger social units, *Human Societies* component. Offered in alternate years. (Same as History 211.)

CLA 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Satisfies requirement in larger social units, *Human Societies* component. Offered in alternate years. (Same as History 212.)

CLA 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts.

CLA 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics.

TRIAD COURSES

The center of the Classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In-translation students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLA 210G. Ancient Literary Genres. A study in translation of individual ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers a different genre, including epic, tragedy, comedy, the novel, lyric poetry, and satire. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. May be repeated with different topics.

LAT 210. Latin Literary Genres. Readings in Latin in the genres covered in Classics 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. May be repeated with different topics.

GRE 210. Greek Literary Genres. Readings in Greek in the genres covered in Classics 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. May be repeated with different topics.

CLA 250. Special Topics.

LAT 250. Special Topics.

GRE 250. Special Topics.

CLA 303. Ancient Political Thought. A survey in translation of political theory in the ancient world.

LAT 303. Roman Political Thought. Readings from Cicero's *Republic* and other Latin political writings.

GRE 303. Greek Political Thought. Readings from Plato's *Republic* and other ancient Greek political writings.

CLA 310G. The Family in the Ancient World. A survey in translation of family life in ancient Greece and Rome as it is portrayed in literature of the period. Satisfies requirement in smaller social units, *Human Societies* component.

LAT 310. The Roman Family. Readings from ancient Latin texts that portray Roman family life.

GRE 310. The Greek Family. Readings from ancient Greek texts that portray family life in ancient Greece.

CLA 410. Classical Mythology. A study of the gods and heroes of Greece and Rome and a discussion of the meanings of myths and of the influence of classical myths on Western culture.

LAT 410. Readings in Mythology. Selections from Ovid's *Metamorphoses* and other texts.

GRE 410. Readings in Mythology. Selections from Hesiod and other authors.

ECONOMICS AND BUSINESS ADMINISTRATION

J. Rodney Lemon, Professor, Chair
Rahmat Mozayan, Assistant Professor
Eugene R. Pibal, Lecturer
Homer L. Shoemaker, Lecturer
Andrew Weiss, Associate Professor

ECONOMICS

■**Economics Major.** The major program in economics consists of Economics 200, 201, 300, 301, and 404; Mathematics 106; and four courses chosen from Economics 302, 311, 340, 341, 350, 351, and 402. Mathematics 151 and 152 are strongly recommended for those students who intend to study economics at the graduate level.

200G. Principles of Economics I. A study of macro-economics designed to provide an understanding of the operation of the economy as a whole. Topics include the determination of income levels, inflation, and economic growth. Satisfies requirement in larger social units, *Human Societies* component. No prerequisites.

201G. Principles of Economics II. A study of micro-economics providing an introductory analysis of the behavior of the consumer and the firm. Topics include pricing, labor, monopoly, and trade. Emphasizes fundamental tools of analysis. Satisfies requirement in smaller social units, *Human Societies* component. No prerequisites.

232. Consumerism and Personal Finance. See Business Administration 232.

250. Special Topics.

300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisites: Economics 200 and 201.

301. Intermediate Income Analysis. A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisites: Economics 200 and 201.

302. Business and Government. See Business Administration 302.

310. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisites: Economics 200 and 201 or consent of the instructor.

311. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: Economics 200 or consent of the instructor.

340. Labor Economics. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: Economics 201.

341. Money and Banking. A study of the monetary and banking histories of leading countries. Emphasizes the theory of money and banking in the United States, the deposit and earning operations of individual banks, and interbank and central-bank relations. Prerequisite: Economics 200.

350. Forecasting and Market Research. An examination of alternative methodologies of forecasting and the dimensions to market research. Emphasis is placed upon multi-regression analysis and surveying techniques. Prerequisites: Economics 201 and Mathematics 106. (Same as Business Administration 350.)

351. International Business. See Business Administration 351.

402. Seminar in Economics. Topics include comparative economic systems, regional and urban economics, economic development, mathematical economics, and economic history.

404. Research Analysis in Economics. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature.

BUSINESS ADMINISTRATION

■ **Business Administration Major.** The following courses are required for the major: Mathematics 106 (or a passing score on a proficiency examination administered by the department), Computer Science 125, Economics 200 and 201, Accounting 203 and 204, and Business Administration 105, 206, 207, 308, 330, and 405. The student must also take two additional 300- or 400-level courses from the offerings in business administration, economics, and accounting.

105. Organization and Management Principles. An examination of the management function and of the basic concepts and principles of management. Topics include planning, decision making, organization, and coordination and control. Credit will not be given for both 105 and 205.

205G. Management and Organizational Dynamics. An analysis of the development of group behavior, organizational structure, and management styles within modern business corporations and nonprofit institutions. Satisfies requirement in smaller social units, *Human Societies* component. May not be counted toward a major in business administration. Credit will not be given for both 105 and 205.

206. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial

finance, including capital management, the management of working capital, capital budgeting, and the acquisition of funds. Prerequisite: Accounting 203.

207. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: Economics 201.

232. Consumerism and Personal Finance. An analysis of consumer-protection problems, environmental issues, and problems encountered by individuals in their role as consumers. The latter includes such topics as estate planning, budgeting, investments, credit, housing, insurance, and retirement. No prerequisites. (Same as Economics 232.)

250. Special Topics.

302. Business and Government. A study of basic industrial organization as it is altered by government regulation and particularly by laws limiting monopolies and defining unfair business practices. No prerequisites. (Same as Economics 302.)

306. Investments and Financial Markets. An introduction to security markets, security instruments, and speculation opportunities. Emphasizes portfolio management. Prerequisite: Business Administration 206.

307. Advertising. A study of a variety of mass promotion variables and techniques. Using an advertising campaign approach, students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 207.

308. Business Law. A brief introduction to the history, structure, and procedure of the American legal system and to tort and criminal law. Emphasizes the law of contracts and includes an exploration of the law of agency or property.

309. CPA Law. A further study of business law tailored for the CPA. Includes study of trusts, estates, and property law and includes an introduction to the Uniform Commercial Code. Other topics includes bankruptcy and insurance law. Prerequisite: Business Administration 308.

315. Personnel Management. A study of modern employment relations and manpower management from theoretical and practical viewpoints, including the basic methodology and techniques involved in formulating policy, staffing, training, labor relations, wage and salary administration, and personnel research. Prerequisite: Business Administration 105.

316. Managerial Finance. Analytical approaches to the firm's decision-making are applied to current asset management, capital budgeting, the cost of capital, capital-structure determination, and dividend policy. Prerequisite: Business Administration 206.

317. Sales Management. A study of the relationship between the sales organization and other divisions of the firm. The recruitment, selection, training, compensation, motivation, and evaluation of the sales force are analyzed in case examples. Prerequisite: Business Administration 207.

327. Marketing Management. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 207.

330. Quantitative Management. A study of widely used quantitative methods developed to assist management in decision making. Students explore quantitative models (systems analysis, linear programming, waiting-line theory, and simulation), layout and network

analysis, forecasting and scheduling within operations management, and inventory and cost control. Prerequisites: Business Administration 105 and 206 and Economics 201.

340. Methods of Teaching Business and Accounting. This course covers the history, curriculum, teaching methods and strategies, instructional material, and current issues pertinent to secondary school programs in business. Clinical observations augment classroom experiences. Credit: One-half unit.

350. Forecasting and Market Research. See Economics 350.

351. International Business. An analysis of the forces affecting international trade, finance, and commercial policy. The roles of multinational and government-owned firms are discussed with an emphasis on problem solving in these environments. (Same as Economics 351.)

400. Business Internship. Information about this special program is available from the Department of Economics and Business Administration.

402. Selective Seminars. Includes the Small Business Institute and such topics as operations/production management, marketing channels and distribution systems, retail management, and human relations. Offered as announced in term course-schedules.

405. Business Policy. A culminating study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evaluation. Prerequistie: Completion of nine of the twelve courses required for a major in business administration.

420. Independent Study and Research.

ACCOUNTING

■**Accounting Major.** The following courses are required for a major in accounting: Mathematics 106; Computer Science 125; Business Administration 105, 206, 308, and 309; Economics 201; and Accounting 203, 204, 303, 304, 353, 354, 363, and 404. One elective in accounting must also be chosen.

203. Fundamentals of Accounting I. An introduction to the principles of accounting as they are applied to corporations. Does not require previous training in bookkeeping.

204. Fundamentals of Accounting II. A continuation of Accounting 203 emphasizing the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Accounting 203.

250. Special Topics.

303. Tax Accounting. Individualized study, usually in a seminar, of such topics in accounting as budgeting, cost, and taxation. Prerequisite: Accounting 204.

304. Cost Accounting. A study of the practices and procedures of cost accounting, including the job order, process cost, and standard cost-accounting principles. Prerequisite: Accounting 204.

333. Managerial Accounting. A study of accounting as it relates to managerial control. Emphasizes the analysis of financial statements, including price-level changes, cost controls, budgeting, and quantitative accounting techniques for decision making in management. Prerequisite: Accounting 204.

340. Methods of Teaching Business and Accounting. See Business Administration 340.

353. Intermediate Accounting I. An in-depth analysis of the accounting process, including the income statement

and balance sheet, cash receivables, inventories, plant and equipment, and intangible assets. Prerequisite: Accounting 204.

354. Intermediate Accounting II. Continued intensive coverage of the accounting process, including statements of changes in financial position and other issues in corporate accounting. Prerequisite: Accounting 353.

363. Advanced Accounting. Topics include partnerships, consignments, installment sales, insurance, statements of affairs, receivers' accounts, statements of realization and liquidation, annuities, and consolidations. Prerequisite: Accounting 354.

402. Selective Seminars. Topics include accounting information systems, advanced cost-accounting, and advanced tax-accounting. Offered as announced in term course-schedules.

404. Modern Auditing. The culminating study in accounting. Emphasis is on the auditor's decision making process in evaluating internal control and examining accounting records so the auditor can attest that the financial statements present the financial condition of the company fairly. Prerequisites: Accounting 354 and senior standing.

420. Independent Study and Research.

EDUCATION

Francis W. Sorensen, Professor, Chair
George F. Arnold, Associate Professor
Dorothy J. Douglas, Instructor
James M. Keefe, Lecturer

Most students who enroll in Education Department courses pursue a teacher certification program leading to the Illinois Standard Elementary Certificate, the Illinois Standard High School Certificate, or the Illinois Standard Special Certificate. The requirements for each program are detailed below. All programs are approved by the Illinois State Teacher Certification Board and were last granted approval in 1986.

Students completing a program approved by the State of Illinois qualify, in most instances, for certificates of other states. Advisers in the Education Department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must also pass the appropriate state administered competency tests in order to obtain the certificate.

■**Elementary Education.** Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching kindergarten through grade nine, must:

1. Complete the departmental major in elementary education which includes Education 200, 201, 203, 330, 332, 333, 334, 336, and 450.
2. Complete another major, minor, or an area of concentration consisting of at least six courses above the 100 level in a departmental or synoptic area.
3. Complete the College's general education program.
4. Complete History 313 or Philosophy 211, Music 101 or 312, Mathematics 110, Computer Science 125, and one credit in physical education (for example, Physical Education 180, 212, 311, or six basic-skill courses).

In the process of completing the work outlined above, candidates should make sure the following additional certification

requirements are also met: three courses in the natural sciences; four courses in language arts, including at least one speech course; and three courses in the social sciences. One of the latter should be a general psychology course, and another selected from History 111, 353, 359, or 365, Government 103, 104, or 300.

■**Secondary Education.** The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through twelve, must:

1. Complete a departmental major that includes at least ten credits. The courses selected should relate to areas currently taught in the high school curriculum. Approved programs for the Illinois Standard High School Certificate are:

Art	Mathematics
Biology	Music
Chemistry	Physical Education
Earth Science	Physics
English	Psychology
French	Sociology
Government	Spanish
History	Speech
Latin	

2. Complete the College's general education program and other requirements for the baccalaureate degree. The candidate must also complete courses in basic speech and general psychology. A course in American history or American government must also be elected to satisfy an Illinois certification requirement. Any of the following may be elected to fulfill this requirement: History 111, 353, or 359 or from Government 103, 104, or 300. One credit in physical education is also required for certification. A one-credit course or six basic-skill courses will satisfy this requirement.

3. Complete the professional education sequence. The requirements for secondary-level teacher candidates include Education 200, 201, 203, 340, and 450; History 313 or Philosophy 211; and a special-methods course related to the student's major teaching field. These courses are listed on page 40.

■**Special Certificate Programs.** The special teaching certificate is the credential obtained by those who wish to be certified at both the elementary and secondary levels (kindergarten through grade twelve) in a specialized field. Monmouth offers such progams in art, music, physical education, learning disabilities, and bilingual education. To qualify for these certificates the student must:

1. Complete a departmental major that includes at least ten credits in the chosen field, including subjects related to current public-school programs. The learning disabilities major and bilingual education program are exceptions to this; the differences are described in the discussions of these programs below.

2. Complete the College's general education program and courses required for certification. To satisfy state certification requirements, the student must include one course in American history or American government chosen from History 111, 353, or 359, or from Government 103, 104, or 300. A speech course and an introductory psychology course are also required. One credit of physical education, taken either as six basic-skill courses or as one full-credit course, is required.

3. Complete the professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 203, 340, and 450 (460 for learning disabilities majors) and either History 313 or Philosophy 211. Special methods courses related to both elementary and secondary teaching are required. For art, these courses are Education 334 and Art 341; for music, Music 312 and either 313 or 314; for physical education, Physical Education 311 and 320. Physical education majors may substitute Physical Education 320 for Education 340, but they are strongly encouraged to take Education 340 if preparing to teach in a second field.

■**Learning Disabilities.** Monmouth offers a major and teacher preparation program in learning disabilities. The major, which is synoptic in design, includes Education 203, 304, 306, 307, 308, and 460; Biology 204; Psychology 231; and three courses chosen from among Sociology 102 and 347 and Psychology 121, 235, 335, and 340.

The program outlined above is normally taken in conjunction with the elementary education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

■**Bilingual Education (Spanish).** Monmouth offers, in conjunction with the Urban Education program of the Associated Colleges of the Midwest, a program that leads to bilingual teacher certification. This certificate is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago, including some summer work in Chicago.

The specific courses required of the teacher candidate vary depending upon the student's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above, demonstrate oral and written competence in Spanish, and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the student's teaching interests and language facility, the candidate must consult an adviser in the Education Department as early as possible to plan his or her program.

200. The Teacher and the School. An introduction to professional education and teaching. Reading, discussion, and field participation as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. Credit: One-half unit.

201. Educational Psychology. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. A tutorial teacher-aide experience is required in a local school. Prerequisites: Education 200.

203. Characteristics of Exceptional Children. A survey of the characteristics and special educational needs of handicapped and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of diagnosing, educating, and treating exceptional children are considered. Prerequisite: Education 201 or consent of the instructor.

250. Special Topics.

304. Measurement and Evaluation of Exceptional Children. An introduction to educational statistics and an investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, developmental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustment are studied. A series of case studies is required of each student. Prerequisite: Education 203 or consent of the instructor.

306. Needs and Problems of Children With Learning Disabilities. An overview of the field of specific learning disabilities and the characteristics of learning-disabled children are studied. A multidisciplinary team approach to diagnosing learning-disabled children and planning programs for them is emphasized. Prerequisite: Education 203 or consent of the instructor.

307. Curriculum for Children with Learning Disabilities. A study of major learning theories and research findings as

they apply to curriculum planning for the student with learning disabilities. The strategies of various educators and clinicians are reviewed, and special-education delivery systems for the learning disabled are examined. Prerequisite: Education 306 or consent of the instructor.

308. Methods and Materials for Teaching Children with Learning Disabilities. A study of specific diagnostic techniques that are used to analyze the learning disabilities of children. Prescriptive instructional approaches that meet the needs of learning-disabled students are examined. Prerequisite: Education 306 or consent of the instructor.

330. Elementary-School Curriculum and Methods. An extensive investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation. The development of a foundation for a successful student-teaching experience is a primary objective. Teacher-observation assignments, including experiences in various areas of the curriculum, are required. Prerequisite: Education 201 or consent of the instructor.

332. Teaching of Reading and Other Language Arts. A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisite: Education 201 or consent of the instructor.

333. Remedial Reading. A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to teach the disabled reader. Prerequisites: Education 201 and 332.

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-level art. Prerequisite: Education 201 or consent of the instructor. Credit: One-half unit.

336. Teaching of Literature in the Elementary School. A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experience in storytelling is required. Prerequisite: Education 201 or consent of the instructor.

340. Secondary-School Curriculum and Methods. An investigation of the curriculum of secondary schools, program planning, methods of instruction and resources and procedures for evaluation. Teacher-aide and teaching experiences are arranged. Developing a foundation for a successful student-teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education should substitute Physical Education 320 for Education 340, but they are encouraged to take the latter if they are preparing to teach in a second field.)

341. Secondary Methods and Curriculum in Social Studies. A study of the concerns of social-studies educators, including the role of values in the classroom. Students explore special strategies and curriculum materials germane to teaching social studies in secondary schools. Teacher-aide and teaching experiences are arranged. Corequisite or prerequisite: Education 340 or consent of the instructor.

342. Secondary-Science Methods and Curriculum. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary-school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs are provided. Independent projects related to the student's major are required. Corequisite or prerequisite: Education 340 or consent of the instructor.

450. Student Teaching. Supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Education Department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. (Students may also complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest, a program described on page 89. Prerequisite: Admission to student teaching by the Curriculum Committee (the criteria for admission are available from the Education Department). Credit: Three units.

460. Student Teaching in Learning Disabilities. A clinical experience providing for in-depth study and classroom instruction of children with learning disabilites. Includes opportunities for diagnosis, educational planning, implementing remedial procedures, and parent counseling. Periodic conferences are arranged to assess the development of the student-teaching experience. Prerequisites: Education 308, and admission to the practicum by the Curriculum Committee (the criteria for admission are available from the Education Department). Credit: Three units.

INDIVIDUAL AND GROUP STUDY

305. Individual or Group Study. Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the department chair. Credit: One or one-half unit.

400. Independent Study. An independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: Approval of the department chair.

405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education program of the Associated Colleges of the Midwest. Credit: One-half unit.

SPECIAL METHODS AND RELATED COURSES OFFERED BY OTHER DEPARTMENTS

Art 341. Secondary Art Education Methods.
Computer Science 324. Computer Methods for Secondary Teaching.
English 430. Methods of Teaching English.
History 313. History of American Education.
Latin 435. Methods of Teaching Latin.
Mathematics 110. Mathematics for Elementary Teachers.
Mathematics 324. Mathematics Methods for Secondary Teachers.
Modern Foreign Languages 460. Methods of Teaching Modern Foreign Languages.
Music 312. Teaching Music in the Elementary School.
Music 313. Music Education I.
Music 314. Music Education II.
Philosophy 211. Philosophy of Education.
Physical Education 311. Elementary-School Physical Education.
Physical Education 320. Curriculum and Methods of High School Physical Education.
Speech Communication and Theater Arts 430. Methods of Teaching Speech Communication and Theater Arts.

ENGLISH

R. Jeremy McNamara, Professor, Chair
Mary H. Barnes, Assistant Professor
Brigit J. Keefe, Faculty Associate
Craig Watson, Assistant Professor
Gary D. Willhardt, Professor

■**English Major.** The English major must take at least nine courses above the 100 level. Each student must take English 220 or 221, English 224 or 225, one upper-level course in British literature, one upper-level course in American literature, and one in Shakespeare. English 400 (Senior Seminar) is required of all senior English majors and is offered every winter term. Others may elect the seminar. This seminar is the culminating experience for majors, whose candidacy for Departmental Honors is based upon their performance in the seminar.

■**English Minor.** A minor in English consists of five courses, two of which must be English Survey (English 220 or 221) and American Survey (English 224 or 225). The other three courses must be above the 200 level.

■**Secondary Teaching.** Those students seeking secondary certification are required to complete the course work for a major in English. In addition, they must take English 200 (Grammar), English 314 (History of the English Language), and English 430 (Methods of Teaching English).

101. Expository Writing. A study of basic expository techniques and their application. Students write weekly themes. Satisfies writing requirement, *Language* component. The requirement can also be met by a placement exam.

150G. Introduction to Literature. An analysis of fiction and poetry emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of literature and demonstrate their understanding of those uses through discussion and written work. Satisfies literature requirement, *Language* component. This course is a prerequisite for Creative Writing and all 200, 300, and 400 level literature courses.

201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. No prerequisites.

210G. Creative Writing. Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Prerequisite: English 150.

220. Anglo-Saxon to Late Seventeenth Century (800-1700). A historical survey emphasizing literary and cultural developments in English literature from the Old English period to the English Renaissance. Prerequisite: English 150.

221. Neoclassic Through Victorian Literature (1700-1900). A course emphasizing major literary movements, cultural influences, and historical developments in English literature. Prerequisite: English 150.

224. American Literature Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include poetry, fiction, and non-fiction from such writers as Anne Bradstreet, Cotton Mather, Jonathan Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: English 150.

225. American Literature Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Mark Twain, Henry James, Kate Chopin, Stephen Crane, Pound, E.A. Robinson, Frost,

Sherwood Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken separately. Prerequisite: English 150.

230G. Development of Drama. An examination of the drama of the Western world in light of theoretical and critical accounts of drama, its origins, and the nature of its artistic experience. Representative dramas from the classical, medieval, Renaissance, and modern periods are studied, both as works of art and as illustrating or modifying various theoretical concepts. Special attention is paid to the way drama orders human experience. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Prerequisite: English 150.

240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by writers such as: Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Prerequisite: English 150.

250. Special Topics.

301. Advanced Composition. A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by consent of the instructor.

310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: English 210 or consent of the instructor.

314. History of the English Language. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language.

English 341 through 346 emphasize literary modes, literary periods, or individual authors. Students may take any course more than once; course subjects are announced yearly. Prerequisite: English 150.

341. Studies in Medieval and Renaissance British Literature.

342. Studies in Seventeenth- and Eighteenth-Century British Literature.

343. Studies in Nineteenth- and Twentieth-Century British Literature.

344. Studies in American Literature: Colonial to 1865.

345. Studies in American Literature 1865-1940.

346. Studies in American Literature: 1940 to present.

350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra-literary influences. Prerequisite: English 150.

361. Shakespeare. Studies in the comedies and the history plays. Prerequisite: English 150.

362. Shakespeare. Studies in the tragedies and romances. Prerequisite: English 150.

400. Senior Seminar. An intensive study of key literary periods and subjects. Required of all senior English majors. Offered second term.

420. Independent Study. Students arrange independent study projects with individual instructors.

430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Corequisite or prerequisite: Education 340. Offered as needed.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) program serves international students who need additional instruction in English before undertaking full-time course work in the regular academic program. Upon arrival, all international students take a proficiency test to assess their fluency in English. Students who have not achieved the necessary competence will be required to devote at least part of their time to ESL study. Students enrolled in the program are evaluated at the end of each term to determine their readiness to move into a full-time load of college classes.

Besides preparing students for academic work, the program seeks to help students develop those language skills that will enable them to participate fully in the social life of the College community and to become oriented to American society.

100. English as a Second Language. A course for international students in their first term who need additional instruction in English before assuming a full-time course load. Includes intensive practice in contemporary spoken English, advanced listening comprehension, a review of grammar structures, and guided and free writing. A special effort is made to integrate language study with students' academic purposes and with general communicative purposes. A component of American history and culture is presented within the context of language study. Credit: One-half unit.

101. English as a Second Language. A continuation of ESL 100 with greater emphasis on individual needs through individual sessions with the instructor. Prerequisite: ESL 100 or placement. Credit: One-third unit.

102. English as a Second Language. A continuation of ESL 101. Continued emphasis on individual needs through individual sessions with the instructor. Prerequisite: ESL 101 or placement. Credit: One-sixth unit.

ENVIRONMENTAL STUDIES

Lawrence A. Wiedman, Instructor, Coordinator

■**Environmental Studies Major.** A major in environmental studies consists of twelve term courses. There is an eight course common core including Ecology, Organic Chemistry, Introduction to Analytical Chemistry, Geomorphology, American Politics, Statistics, Argumention, and Population. This is supplemented by four electives chosen from the following approved courses: Field Botany, Business and Government, either Organic Chemistry I or Introduction to Analytical Chemistry, Oceanography, Geological Techniques, Sedimentology, Participation and Democratic Theory, either Ethics or Christian Social Ethics, Advanced Public Speaking, Persuasion, Small Group Communication, Sociology of Medicine, Urban Sociology, Science Seminar, and Seminar and Literature Search. To fulfill college graduation requirements a total of six courses above the 300 level must be included in the major. The major is culminated by a senior research project under the direction of an adviser of the student's choice. The project must be approved by the adviser and program coordinator.

ENVIRONMENTAL STUDIES MAJOR

Eight Course Core

Biology 307	Ecology
Chemistry 211 or Chemistry 231	Organic Chemistry I Introduction to Analytical Chemistry
Geology 322	Geomorphology
Government 103	American Politics
Mathematics 106	Statistics
Speech Communication and Theater Arts 306	Argumentation
Sociology 343	Population
Approved Department of Choice	Senior Research Project

Electives

Choose four from below.*

Biology 201	Field Botany
Business 302	Business and Government
Chemistry 211 or Chemistry 231	Organic Chemistry 231 Introduction to Analytical Chemistry
Geology 205	Oceanography
Geology 223	Geological Techniques
Geology 315	Sedimentology
Government 370	Participation and Democratic Theory
Philosophy 303 or Religion 206	Ethics Christian Social Ethics
Speech Communication and Theater Arts 203	Advanced Public Speaking
Speech Communication and Theater Arts 205	Persuasion
Speech Communication and Theater Arts 302	Small Group Communication
Sociology 327	Sociology of Medicine
Sociology 341	Urban Sociology
Chemistry, Geology, and Physics 350	Science Seminar
Biology 420	Seminar and Literature Search

An off-campus program is encouraged and may be substituted for one course in the electives category.

*A total of 6 courses above the 300 level must be included in the major.

GEOLOGY

Lawrence A. Wiedman, Instructor, Chair
James G. Mills, Jr., Instructor

■**Geology Major.** A major in geology consists of nine term courses. At least four of these must be at or above the 300 level. Geology majors are expected to participate in Geology 350 (Science Seminar) for six terms. All students majoring in geology must take Geology 407 (Senior Seminar) as the culminating experience of their major program. Students planning professional careers in geology should take appropriate courses in related sciences and mathematics. Programs of study are planned to meet individual students' needs in consultation with advisers and with the approval of the department chair.

Required Courses:

1. GEO 101. Physical Geology.
2. GEO 102. Historical Geology.
3. GEO 212. Introduction to Mineralogy.
4. GEO 222. Paleontology.
5. GEO 302. Stratigraphy.
6. GEO 311. Structural Geology.
7. GEO 312. Advanced Mineralogy.
8. GEO 350. Science Seminar.
9. GEO 407. Senior Seminar.

Required Electives. Choose one course from the following:

10. GEO 315. Sedimentology.
    GEO 325. Petrology

Elective Courses. Choose one from the following list of courses:

11. GEO 223. Geological Techniques.
    GEO 322. Geomorphology.
    GEO 315. Sedimentology.
    GEO 325. Petrology.
    Field course taken at an accredited institution.

Additional courses that do not count toward the major:

GEO 105G. Environmental Science.
GEO 205G. Oceanography.

Required courses in cognate fields:

Two of the following courses:
Math through Math 151
Chemistry 111
Physics 110
Biology 110
Introductory Chemistry I
Introductory Physics
Introduction to Cell Biology

Then one of the following courses:
Physics 110 or 111
Biology 111
Chemistry 112
Introductory Physics
General Zoology
Introductory Chemistry II

■**Geology Major (with Earth Science certification).** Candidates completing the Earth Science program outlined below must have Student Teaching (Education 450) as the culminating experience. Students who complete this program also qualify in Illinois to teach geology and astronomy courses at the secondary (6-12) level. However, students are strongly advised to further enhance their credentials. One additional course in physics and/or two additional chemistry courses make one eligible to teach these subjects. One added biology course permits teaching in the broader area of general science. Students should consult their adviser regarding these and other second teaching field possibilities.

Required Courses:
1. GEO 101. Physical Geology.
2. GEO 102. Historical Geology.
3. GEO 103. Physical Geography.
4. GEO 212. Introduction to Mineralogy.
5. GEO 222. Paleontology.
6. GEO 322. Geomorphology.
7. GEO 350. Science Seminar.

Elective Courses. Choose one from the following list of courses.
8. GEO 223. Geological Techniques.
   GEO 302. Stratigraphy.
   GEO 311. Structural Geology.
   GEO 312. Advanced Mineralogy.
   GEO 315. Sedimentology.
   GEO 325. Petrology.

Required courses in cognate fields:

1. Chemistry 111.
2. Physics 103.
3. Biology 110.
4. Math 141. or equivalent

■Geology Minor. A minor in Geology requires six courses.

Required Courses:

1. GEO 101. Physical Geology.
2. GEO 102. Historical Geology.
3. GEO 212. Introduction to Mineralogy.
4. GEO 222. Paleontology.
5. GEO 311. Structural Geology.

Elective Course. Choose one from the following list of courses:

GEO 223. Geology Techniques.
GEO 302. Stratigraphy.
GEO 312. Advanced Mineralogy.
GEO 322. Geomorphology.
GEO 325. Petrology.
Field course taken at an accredited institution

101G. Physical Geology. An introduction to the composition, physical properties, and structures of the earth and to the dynamic processes that modify its interior and surface. Includes one two-hour laboratory per week and optional field trips. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

102. Historical Geology. A comprehensive investigation of the physical and biological evolution of the earth through the vastness of geologic time. Includes one two-hour laboratory per week and field experiences. Prerequisite: Geology 101 or permission of the instructor.

103G. Physical Geography. An introduction to the earth's physical environment through the study of climate, soils, vegetation, and landforms. Includes laboratory and field experiences. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

105G. Environmental Science. Focuses on "man's" interaction with nature, and revolves around four themes: 1) population growth; 2) resource management; 3) the quality of the biosphere (viz. pollution); and 4) global change and conflict. Includes laboratory and field experiences. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

205G. Oceanography. An introduction to the geological, physical, chemical, biological, and geopolitical aspects of the world's oceans. Includes laboratory and field experiences. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

212. Introductory Mineralogy. An analysis of the composition, crystal chemistry, physical properties, and origins of minerals. Labs include identification and crystallographic analysis of minerals. Offered in alternate years. Prerequisite: Geology 101.

222. General Paleontology. A fundamental treatment of the basic concepts of paleontology. Includes systematic consideration of the morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Includes laboratory and field experiences. Offered in alternate years. Prerequisite: Geology 102 or permission of the instructor.

223. Geological Techniques. A study of the methodologies and instruments of geology. Includes mapping projects, discussions of basic concepts and controversies within the earth sciences, and field experiences. Offered in alternate years. Prerequisites: Geology 101 and 102.

250. Special Topics.

302. Stratigraphy. A study of the principles of stratigraphy, genetic relations, and correlation of rock and time rock units. Includes laboratory and field experiences. Offered in alternate years. Prerequisite: Geology 102 or permission of the instructor.

311. Structural Geology. A study of the recognition, representation, and interpretation of rock structures. Offered in alternate years. Includes laboratory and field experiences. Prerequisites: Geology 101 and Mathematics 141.

312. Advanced Mineralogy. A continuation of Geology 212 that examines the crystallographic and thermodynamic properties of the silicate minerals through phase equilibria and X-ray analysis. Offered in alternate years. Prerequisite: Geology 212.

315. Sedimentology. Deals with macro and microscopic identification, classification, and depositional environments of sedimentary rocks, the natural repository for many "fossil" fuels and mineral resources. Includes laboratory and field experiences. Offered alternate years.

322. Geomorphology. A study of the fundamental concepts of the origin and development of landforms emphasizing quantitative methods of landform analysis. Includes laboratory and field experiences. Offered in alternate years. Prerequisite: Geology 101.

325. Introduction to Petrology. An introduction to the petrographic microscope and the description, classification, and origin of igneous, sedimentary, and metamorphic rocks. Laboratory periods stress hand-specimen and thin-section descriptions. Offered in alternate years. Prerequisite: Geology 312.

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. Credit: One-sixth unit per term to a total of one unit.

407. Senior Seminar. A topical seminar with selected readings and written and oral reports. Required of all senior majors as their culminating experience in geology.

420. Independent Study. Individual research and readings. May include senior thesis. Required of all candidates for graduation with Departmental Honors. May be repeated for credit. Prerequisite: Consent of the instructor.

GOVERNMENT

Ira Smolensky, Assistant Professor, Chair
Farhat Haq, Assistant Professor
Douglas R. Spitz, Professor (History Department)

■**Government Major.** A major in government consists of eight or more courses in Government. This must include three one-hundred level courses, Government 242 or 244, Government 411 or 412, and Government 415.

■**Secondary Teaching.** Majors who seek teaching certification are expected to complete ten courses, including Government 103, 104, 105 or 106, 362 or 395, 411 or 412, and 415. They are also required to obtain teaching competence in a second subject area.

■**Government Minor.** A minor in government consists of at least five courses, three of which must be taken on the Monmouth campus, two of which must be 100 level courses.

103. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Focuses on current and perennial issues in domestic and foreign policy. This course satisfies the state certification requirement that teachers have studied the Illinois Constitution.

104G. State and Local Government and Politics. A study of the political institutions of the states and their subdivisions (counties, townships, cities, and so forth). The legislative, executive, and judicial branches and political parties and pressure groups are examined in depth. This course satisfies the state certification requirement that teachers have studied the Illinois Constitution. Satisfies requirement in smaller social units, *Human Societies* component, only for students who complete teacher certification requirements. No prerequisites.

105. Introduction to Comparative Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry.

106G. International Relations. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. Satisfies requirement in larger social units, *Human Societies* component.

236G. The Soviet Union. A study of Soviet life and politics from the time of the Russian revolution to the present. Focuses on crucial decision points in Soviet history. Includes simulations and audiovisual material. Satisfies non-Western requirement, *Human Societies* component. (Same as History 236.)

242G. Asian Politics. A study of the governments and politics of selected Asian nations. Topics include their historical backgrounds, cultural traditions, and international relations. Satisfies non-Western requirement, *Human Societies* component. Prerequisite: Sophomore standing or permission of the instructor.

244G. Politics of Islam. Examines different forms of Islamic revivalism, emphasizing their political causes and consequences. Explores the basic political enets of Islam and puts current trends into historical context. Satisfies non-Western requirement, *Human Societies* component. Prerequisite: Sophomore standing or permission of the instructor.

250. Special Topics.

300. Government in Action. Seminar interviews with government officials and their aides in the legislative, executive, and judicial branches of the federal government. Offered as part of the Washington House program.

302. American Studies. A sampling of important themes and issues of concern in American culture. Offered as part of the Washington House program.

311. Party Politics and Elections. A study of American parties, interest groups, and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. Prerequisites: Government 103 or 104 or consent of the instructor.

362. Congress and the Presidency. A study of the institutions, processes, problems, and interrelation of Congress and the presidency. Puts special emphasis on contemporary issues and developments.

370G. Participation and Democratic Theory. An examination of political participation in the United States and other nations. Also explores democratic theory and pays special attention to the concept of citizenship in contemporary society. Satisfies requirement in smaller social units, *Human Societies* component.

395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our changing socio-political context.

411. Political Theory I: Plato to the Reformation. A historical survey and philosophical analysis of political theory from ancient Greece to the sixteenth century. Includes required readings from Plato, Aristotle, Machiavelli, and others.

412. Political Theory II: Hobbes to the Present. A study of major political theorists from the seventeenth century to the present, including Hobbes, Locke, Rousseau, Burke, Marx, Mill, and Lenin.

415. Senior Seminar. Concentrated study of an issue in political science (usually concerning international relations). Students deal in depth with substantive and methodological problems associated with the subject area. Open to juniors and seniors.

420. Independent Study or Internship. Includes selected readings, written reports, conferences, or work with government officials as arranged with the instructor. Prerequisite: Junior standing.

HISTORY

Douglas R. Spitz, Professor, Chair
George F. Arnold, Associate Professor
Farhat Haq, Assistant Professor
David J. Suda, Associate Professor
William L. Urban, Professor

■**History Major.** A major in history requires the completion of one course in each of the areas taught by the Monmouth faculty (American, European, and non-Western) and History 400 (Senior Seminar), which is the culminating experience of the major program. Six additional courses chosen from these areas complete the major in history. Majors who plan to teach are encouraged to complete a minor in another department so they will be prepared to teach in more than one area. Majors who wish to be candidates to graduate with Departmental Honors must take History 420.

History majors preparing to teach at the secondary level are required to take Education 341 (Secondary Methods and Curriculum in Social Studies), History 111 and 353, at least one junior-level course in American history, and three courses in world history. History majors are encouraged to participate in an off-campus program.

■**History Minor.** A minor in history consists of five courses. The student must take courses that represent all three areas of study or History 400.

111. U.S. History. A study of the main political, social, and economic developments in the Colonial, early national, Civil War, and industrial eras until 1910.

202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. Satisfies non-Western requirement, *Human Societies* component.

206G. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Offered in alternate years.

207G. Modernism. A study of the literature, philosophy, art, and music of the late nineteenth and early twentieth centuries. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Offered in alternate years.

208G. 19th Century Arts and Letters. An interdisciplinary study of the romantic era combining art, music, literature, and philosophy. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Offered in alternate years.

209G. Soviet Cultural History. An overview of the cultural history of the Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments; avant-garde Modernism of the Revolution and the 1920's; socialist realism; censorship and samizdat; emigre art and artists. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component.

211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Satisfies requirement in larger social units, Human Societies component. Offered in alternate years. (Same as Classics 211.)

212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Satisfies requirement in larger social units, *Human Societies* component. Offered in alternate years. (Same as Classics 212.)

222. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations.

223. The Renaissance. A study of social and political life with considerable attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence.

234. Nationalism and Revolution. A study of nation building and revolutionary movements from 1789 to 1914. Offered in alternate years.

235. Hitler and Stalin. A study of the principal tyrannies that have shaped the modern world. Offered in alternate years.

236G. The Soviet Union. A study of Soviet life and politics from the time of the Russian revolution to the present. Focuses on crucial decision points in Soviet history. Includes simulations and audiovisual material. Satisfies non-Western requirement, Human Societies component. (Same as Government 236.)

250. Special Topics.

301G. History of China. Deals with the period 1650 to the present with emphasis on the theme of the tensions between tradition and modernity. The nineteenth century breakdown in traditional institutions and the simultaneous intrusion of Western imperialism will be treated. The abortive efforts to revitalize traditional values, and the search for a modern Chinese national identity will be considered. Satisfies non-Western requirement, *Human Societies* component.

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples, the period of Ottoman rule, the impact of Western imperialism and Zionist nationalism will be examined. Attention will be given to Soviet-American activities in the area and their relation to the political dynamics of the region. Satisfies non-Western requirement, *Human Societies* component.

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, 20th century Nationalist movement, and the emergence of Pakistan. Attention will be given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan will be considered. Satisfies non-Western requirement, *Human Societies* component.

304G. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism, Southern Africa, and the rise of African nationalism. Satisfies non-Western requirement, *Human Societies* component.

313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the twentieth century. Open only to juniors and seniors in the teacher education program.

353G. Twentieth-Century America. A study of political and social movements in the United States from 1900 to the present. Satisfies requirement in larger social units, *Human Societies* component.

SEMINARS AND INDIVIDUAL STUDY

320. Independent Reading. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor.

349, 350. Studies in European History. Special topics in Continental and British history are offered as the need for them becomes apparent.

359, 360. Studies in American History. The Civil War, the Wild West, the United States in World War II, family history and genealogy, and other special

topics in American history are offered as the need for them becomes apparent. Satisfies requirement in smaller social units, Human Societies component, when the topic is family history and genealogy.

400. Senior Seminar. A research and historiography seminar required of all history majors.

420. Independent Study. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 400 and consent of the instructor.

INTERDISCIPLINARY STUDIES

101. Freshman Seminar. A small-group experience required of all freshmen. Selected books are studied that raise basic questions about humanity and its achievements, values, and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied.

250. Special Topics.

LEARNING SKILLS

Monmouth College offers five courses to help students do their best work in college. The courses offered through the Learning Skills Center are designed to help students improve upon their present skills. The courses do not fulfill any College requirements. They do, however, help students succeed in undergraduate work and prepare for graduate school.

100. Study Skills. Emphasizes skills needed for success in all disciplines, including reading speed and comprehension, vocabulary development, note taking, exam taking, and scheduling time. Credit: One-half unit.

101. Reading. A course designed to help students be more efficient readers of college level discourse through active involvement in reading. Emphasizes comprehension, memory, reading rate, reading purpose, using context, using syntactical clues and orthographic clues, signal words, summarizing, and responding critically and creatively. Credit: One-half unit.

200. Spelling. A course designed to help students overcome common spelling errors as well as their own particular errors. Topics include proofreading, recognition of possessives, homophones, and rules of correct spelling. Students also learn to use the spelling corrector programs on two computers. Credit: One-sixth unit.

201. Grammar. A course for students whose native language is English and who are taking a foreign language. Emphasizes elements of English grammar that are important in the study of a foreign language, including verb tenses, reflexive verbs, active and passive voice, parts of speech, and clauses. Credit: One-sixth unit.

202. Researching and Writing a Term Paper. A course designed to help students learn the process of researching and writing a paper. Areas covered include choosing a topic, using the library and compiling a bibliography, exploring the subject, taking notes, avoiding plagiarism and documenting sources, using the word processor, writing a first draft, revising, editing, and proofreading.

MATHEMATICS AND COMPUTER SCIENCE

Lyle L. Welch, Associate Professor, Chair
Richard L. Cogswell, Assistant Professor
Peter A. Gebauer, Professor
Richard W. Reno, Associate Professor
Marta M. Tucker, Assistant Professor

■**Mathematics Major.** The following four courses are required for a mathematics major:

Math 151—Calculus I

Math 152—Calculus II (prerequisite: 151)

Math 241—Linear Algebra (prerequisite: 151)

Math 253—Calculus III (prerequisite: 152)

In addition, the major requires an approved choice of six more courses. These include either Mathematics 311 or Mathematics 317, and an appropriate culminating experience of either Math 330—Mathematics Modeling—or Math 420—Independent Study. Those preparing for math education are required to take Math 317—Geometry—and should take courses in Computer Science.

The six remaining courses may be chosen from the following:

Math 162—Discrete Mathematical Structures

Math 254—Differential Equations (prerequisite: 253)

Math 301—Advanced Calculus (prerequisite: 253)

Math 311—Introduction to Modern Algebra (prerequisites: 152 and 241)

Math 315—Theory of Numbers (prerequisite: 152)

Math 317—Geometry (prerequisite: 152)

Math 323—Numerical Analysis (prerequisite: 152 and a programming course)

Math 330—Mathematics Modeling (prerequisite: 241)

Math 339—Probability and Statistics (prerequisite: 152)

Math 350—Topics in Mathematics (prerequisite: 152 and consent of instructor)

■**Mathematics Minor.** The mathematics minor requires Math 151, 152, 241, one mathematics course numbered above 300, and one additional mathematics course numbered above 200.

106. Elementary Statistics. A study of the methods of handling data and the nature of probability distributions and an introduction to statistical inference with applications. Topics include mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. Mathematics for Elementary Teachers. A study of the number systems of arithmetic—the natural numbers, the rational numbers, and the integers and their properties—and of informal geometry and topics in mathematical reasoning. Open only to students preparing to teach elementary school mathematics.

141. Elementary Functions. A precalculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Two and one-half years of college preparatory mathematics.

151. Calculus I. A study of the calculus of functions of a single variable. Prerequisite: Mathematics 141 or placement.

152. Calculus II. A continuation of Mathematics 151. Prerequisite: Mathematics 151.

162. Discrete Mathematical Structures. Topics include number systems, sets and logic, functions and relations, recursion, elementary combinatorics, probability, matrices, and graph theory, including computer applications. (Prior computer experience is recommended.)

241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: Mathematics 151.

250. Special Topics.

253. Calculus III. A study of the calculus of functions of more than one variable, including partial differentiation and multiple integration. Prerequisite: Mathematics 152.

254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 253.

301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Offered in alternate years. Prerequisite: Mathematics 253.

311. Introduction to Modern Algebra. A study of groups, rings, and fields plus their applications. Offered in alternate years. Prerequisite: Mathematics 152.

315. Theory of Numbers. A study of the properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, and residues. Offered in alternate years. Prerequisite: Mathematics 152.

317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: Mathematics 152.

323. Numerical Analysis. An introduction to numerical methods in mathematics including topics from the theory of computation with applications to calculus, linear algebra, and differential equations. Offered in alternate years. Prerequisites: Mathematics 152 and one course in computer programming.

324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in the junior and senior high school. Corequisites or prerequisites: Mathematics 317 and Education 340. Credit: One-half unit.

330. Mathematics Modeling. Topics include linear programming models, the simplex method of solution, and stochastic programming. Prerequisites: Mathematics 241 and background in statistics and computer programming.

339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectation, and variance. Offered in alternate years. Prerequisite: Mathematics 152.

350. Topics in Mathematics. Possible topics include topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites: Mathematics 152 and consent of the instructor.

420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: Mathematics 311.

COMPUTER SCIENCE

■**Computer Science Major** The following five courses are required for a Computer Science major:

Computer Science 161—Introduction to Pascal

Computer Science 162—Discrete Structures

Computer Science 163—Data Structures with Pascal (prerequisite: 162)

Computer Science 190—Electronics for Computer Science

Computer Science 220—Assembly Language I (prerequisite: 190)

In addition the computer science major requires an approved choice of five more courses. These include one of the following three courses: Computer Science 325, 335, and 345 and an appropriate culminating experience of either Math 330—Math Modeling—or Computer Science 420—Independent Study. Students who are preparing for graduate study should take Computer Science 325, 335, and 345 and complete a math minor.

The three remaining courses may be chosen from the following:

Computer Science 315—Scientific Programming in Fortran. (prerequisite: 161)

Computer Science 325—Organization of Programming Languages (prerequisites: 163 and 220)

Computer Science 335—Systems Analysis and Design (prerequisite: 163)

Computer Science 345—Operating Systems (prerequisites: 163 and 220)

Computer Science 350—Topics in Computer Science

Math 151—Calculus I

Math 241—Linear Algebra

Math 323—Numerical Analysis

Math 330—Math Modeling

or any seminar or independent study in Business which involves a significant use of the computer, or courses in electronics, seminars, or independent study in Physics which involves a significant use of the computer.

■**Computer Science Minor.** The computer science minor requires Computer Science 161, 162, and three other Computer Science courses numbered above 160.

125. Introdution to Computer Science. An introduction to the computing process, the use of computers in problem solving, the elements of Basic programming, and the applications and cultural impact of computers and computing. This course is intended for nonmajors.

161. Structured Programming in Pascal. An introduction to the computing process and the use of Pascal in problem solving. Students are introduced to structured programming, logic, algorithms, and pseudo-code.

162. Discrete Structures. Topics include recursion, graph theory, matrices, elementary combinatorics, and probability. Emphasizes computer programming with these topics.

163. Data Structures with Pascal. Topics typically include arrays, strings, stacks, queues, linked lists such as trees and algorithms for use with these structures, file processing, and sequential and random access. Prerequisite: Computer Science 162.

190. Electronics for Computer Science. See Physics 190.

220. Assembly Language I. Topics include computer structure and machine language, assembly language, addressing techniques, macros, input-output, and program construction. Prerequisite: Computer Science 190.

250. Special Topics.

315. Scientific Programming in Fortran. A study of the applications of Fortran in writing programs for use in the sciences. Prerequisite: Computer Science 162.

324. Computer Methods for Secondary Teachers. A study of the philosophy and methods of teaching computer science in the junior and senior high school. Co-requisite or prequisite: Education 340, Computer Science 163. Credit: One-half unit.

325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: Computer Science 163 and 220.

335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: Computer Science 163.

345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: Computer Science 163 and 220.

350. Topics in Computer Science. Possible topics include graphics, other programming languages, and artificial intelligence. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied.

420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor.

MILITARY SCIENCE

Lieutenant Colonel Edward R. Scholtis, Assistant Professor, Chair
Captain Ronald J. Beebe, Assistant Professor
Major George E. Bush, Jr., Assistant Professor
Captain Marlene E. Coach, Assistant Professor
Captain Douglas A. Fargo, Assistant Professor/Campus Adviser
Master Sergeant LeRoy A. Sells, Instructor

Military science courses are open to all full-time students. Uniforms, books, and equipment are provided at no expense to the student. A total of seven term credits are awarded for the study and count as electives. Students who enroll in the first two years of Army ROTC have no military obligation. Those who complete the advanced program may serve with the National Guard or Army Reserve units or on active duty as commissioned officers.

The basic military science course consists of Military Science 111, 112, 113, 221, 222, and 224. No military obligation is incurred by completing the basic course. The advanced course consists of Military Science 331, 332, 333, 341, 342, and 343 plus the six-week (summer) advanced camp.

To be eligible to enroll in the advanced course, a student must have completed all six basic courses or have received advanced placement by one of the following methods: (1) active enlisted service in the armed forces, (2) successful completion of the basic camp, or (3) four years of Junior ROTC training.

A leadership laboratory is conducted each week for all students enrolled in military science courses. Basic course students receive instruction in drill and ceremony, physical conditioning, and basic military skills to reinforce classroom instruction.

111. Introduction to the National Defense Structure and the U.S. Army. A study of the U.S. national defense structure emphasizing the organization of the U.S. Army and its function within the defense establishment. Includes an introduction to branches of the Army, Army benefits, and customs and traditions of the service; discussion of the role of the U.S. Army Reserve and National Guard in the defense structure; and an introduction to leadership roles in the U.S. Army. Students attend a one-hour weekly leadership laboratory period. Credit: One-half unit.

112. Fundamental Military Skills I. A study introducing and developing the basic individual proficiencies required of a military officer with emphasis on first aid techniques and rifle marksmanship skills. Proficiency will be gained through practical experience and hands-on training. Upon completion, students receive basic Red Cross certification. Students attend a one-hour weekly leadership laboratory period. Credit: One-half unit.

113. Fundamental Military Skills II. Introduction to and development of basic individual proficiencies required of a military officer with emphasis on small-unit leader supervision and control skills as well as familiarization with various pieces of military equipment. An introduction to rappelling facilitates the development of self-confidence. Students attend a one-hour weekly leadership laboratory period. Credit: One-half unit.

221. Introduction to Tactics and Operations. Fundamentals and principles of leadership and operational aspects of small-unit offensive and defensive tactical operations. Incorporates the organizational structure of tactical unit, troop-leading procedures, preparation of operational plans, techniques of successful mission accomplishment, and an introduction to skills essential to effective leadership in tactical operations. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Military Science 113 or consent of the instructor. Credit: One-half unit.

222. National Security and the Nature of Conflict. Introduction to the national security structure and its reaction to crisis and threat. Familiarizes the student with theories of conflict and the evolution of warfare from ancient to modern times. Presents the U.S. Army's role as an instrument of foreign policy. Nuclear arms control, limited war, and contemporary warfare will be discussed as they affect U.S. foreign policy and national security. Students attend a one-hour weekly leadership laboratory period. Credit: One-half unit.

224. Military Correspondence and Leadership. A study of the principles and techniques of written and oral communication as it relates to job performance as a professional leader. Emphasis is on drafting/editing military correspondence and developing leadership assessment techniques. Students attend a one-hour weekly leadership laboratory period. Credit: One-half unit.

250. Special Topics.

331. Methods of Communication. An introduction to the principles and techniques of oral, written, and military electronic communication essential to the ability of junior leaders to effectively direct actions and inform superiors of results. Concentrates on control of interest, effective speaking, and the process of transmitting ideas to a specific audience. Includes practice in preparing and presenting short papers and briefings. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Junior standing or consent of the department chair. Credit: One-half unit.

332. Small-Unit Tactics and Operations. An analysis of the leader's role in directing and coordinating the efforts of individuals and small units. Topics include mission, organization, and composition of basic military teams. Focuses on the principles of offensive and defensive tactical operations with emphasis on planning and troop-leading procedures. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Military Science 221 and junior standing or consent of the department chair. Credit: One-half unit.

333. Training Management and Leadership Assessment. Introduction to the Army training management system with emphasis on identifying training needs and preparing for, conducting, and evaluating training. A study of leadership assessment techniques that enable leaders to recognize, record, classify, and quantify behavioral dimensions and provide constructive feedback to subordinates on their strengths and weaknesses. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Junior standing or consent of the department chair. Credit: One-half unit.

341. Military Law. An introduction to military law and the Armed Forces judicial system with primary emphasis on the organizational leader's responsibilities. The course traces the development of the American Military Justice System, defines military legal terminology, and reviews procedures available to the commanding officer in the administration of military justice. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Junior standing or consent of the department chair. Credit: One-half unit.

342. Military Leadership I. A study of the organizational and management principles essential for the junior officer and a comprehensive description of the junior officer's duties and responsibilities. Study includes a descriptive model of platoon leadership, principles of leadership, and practical exercises in leadership skills. Introduction to Army personnel management and installation support systems. Students attend a one-hour weekly leadership laboratory period. Prerequisite: Junior standing or consent of the department chair. Credit: One-half unit.

343. Military Leadership II. Emphasis on the influence process and the achievement of social exchange skills that occur in the achievement of effective organizational performance. A review and study of characteristics of the historical development of a profession and the ethical concepts, values, and standards which surround a profession and the military in particular. Students attend a one-hour weekly leadership laboratory period. Prerequisites: Junior standing or consent of the department chair. Credit: One-half unit.

MODERN FOREIGN LANGUAGES

Susan Fleming Holm,
Assistant Professor, Chair
Alfred Keller, Visiting Instructor
Mary Lois McCarnes, Lecturer
Roger Noël, Assistant Professor
Jacquelynn J. Urban, Lecturer

A major in French or Spanish consists of a minimum of 8 courses beyond the 102 level, and a minor is a minimum of 5 courses beyond the 102 level. Students planning careers in international business or government should consult the Department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

Secondary Teaching: Those students seeking secondary certification are required to complete the course work for a major in French or Spanish. In addition, candidates for secondary certification must take MFL 460: Methods of Teaching Modern Foreign Languages. Please also refer to the section on Secondary Education on page 37 in this catalog.

SPANISH

101G. Elementary. An introduction to Spanish as a spoken and written language with attention to pronunciation and practice in using the language.

102G. Elementary. A continuation of Spanish 101. Satisfies foreign language requirement, *Language* component. Prerequisite: A passing grade in Spanish 101 or placement.

201. Intermediate. Continued emphasis on the spoken and written language aimed toward adequate oral and written expression. Students begin to become acquainted with cultural aspects of Spain and Spanish America. Prerequisite: Spanish 102 or placement.

210. Written and Oral Practice. A study of the structure of the Spanish language beyond the intermediate level. Includes conversation based on readings and written composition aimed toward accuracy of expression. Prerequisite: Spanish 201 or its equivalent.

250. Special Topics.

252. Culture, Folklore, and Historical Background of the Spanish-Speaking World. A study of Spanish civilization, the development of Hispanic culture, and its ramifications in other countries. Prerequisite: Spanish 201 or its equivalent.

310. Advanced Composition and Conversation. Concentrated training in the written and oral use of the Spanish language. Includes conversation and composition practice based on readings from modern literature and on cultural topics of interest. Prerequisite: Spanish 210 or its equivalent.

321. The Golden Age of Spanish Literature. A study of the Quijote and of the poetry and drama of the Renaissance and Baroque periods. Prerequisite: Spanish 210 or consent of the instructor.

322. Nineteenth-Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: Spanish 210 or consent of the instructor.

323. Twentieth-Century Spanish Literature. An examination of Spanish literature as a reflection of twentieth-century Spanish society. Prerequisite: Spanish 210 or consent of the instructor.

324. Latin American Literature. An overview of tendencies in Latin American literature with special emphasis on contemporary literature. Prerequisite: Spanish 210 or consent of the instructor.

326. Topics in Spanish. A detailed study of a selected topic related to the Spanish language or Hispanic literature. May be repeated for credit. Prerequisite: Spanish 210 or consent of the instructor.

FRENCH

101G. Elementary. An introduction to spoken and written French with attention to pronunciation and practice in using the language.

102G. Elementary. A continuation of French 101. Satisfies foreign language requirement, *Language* component. Prerequisite: a passing grade in French 101 or placement.

201. Intermediate. Includes selected readings from modern literature with continued oral practice and review of grammar. Prerequisite: French 102 or placement.

210. Written and Oral Practice. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study, written and oral composition, and an insistence on accuracy of expression. Prerequisite: French 201 or its equivalent.

250. Special Topics.

252. Culture, Folklore, and Historical Background of the French-Speaking World. A study of French civilization, the development of French culture, and its ramifications in other countries. Prerequisite: French 201 or its equivalent.

310. Advanced Composition and Conversation. An advanced study of French grammar, composition, style, and phonetics. Prerequisite: French 210 or its equivalent.

340. Medieval, Renaissance, and Preclassical French Literature. A study of selected masterpieces of French literature from the Middle Ages, the Renaissance, and the Preclassical or Baroque periods with attention to the cultural milieu in which the works were produced. Prerequisite: French 210 or consent of the instructor.

341. Classicism, Voltaire, and Diderot. A study of selected French masterpieces from the period of *le grand classicisme* and of the works of Voltaire and Diderot with attention to the cultural milieu in which the works were produced. Prerequisite: French 210 or consent of the instructor.

342. Rousseau and the Nineteenth Century. A study of selected writings by Rousseau and masterpieces of nineteenth-century French literature with attention to the cultural milieu in which the works were produced. Prerequisite: French 210 or consent of the instructor.

343. Modern French Literature. A study of selected masterpieces of twentieth-century French literature with attention to the cultural milieu in which the works were produced. Prerequisite: French 210 or consent of the instructor.

GERMAN

101G. Elementary. An introduction to spoken and written German with attention to pronunciation and practice in using the language.

102G. Elementary. A continuation of German 101. Satisfies foreign language requirement, *Language* component. Prerequisite: A passing grade in German 101 or placement.

201. Intermediate. A continuation of German 102 in which students complete their overview of German grammar and develop further their skills in speaking, listening, and reading. Prerequisite: German 102 or placement.

250. Special Topics.

MODERN FOREIGN LANGUAGES

220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language.

250. Special Topics.

320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language.

340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages.

420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language.

460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Corequisite or prerequisite: Education 340.

MUSIC

Richard L. Griffiths, Professor, Chair
John E. Luebke, Assistant Professor
Shirley Neugebauer-Luebke,
Assistant Professor
Michael E. Sproston, Associate Professor
Carolyn Suda, Lecturer

■Music Major.

•GENERAL MAJOR. The program for the general music major includes Music 121, 122, 123, 321, 322, and 420; at least two courses chosen from Music 201, 202, 301, 302, and 303; the equivalent of at least one credit of applied music; participation each term in music ensembles; and attendance at campus concerts and recitals. The major should refer to the Music Department handbook for additional policies.

The culminating experience for music majors is an independent study in the senior year consisting of an in-depth investigation of a topic chosen by the student in conjuction with the adviser. This project is reported in a final thesis.

•PERFORMANCE. Music majors who concentrate in performance must take the equivalent of at least three units of applied music in their major instrument and present a full recital during the senior year. Other requirements for the General Major apply.

•MUSIC BUSINESS. Majors with an interest in music business should take Business Administration 105, 206, and 207, Accounting 203, Computer Science 125, and Music 351. Other requirements for the General Major apply.

•JAZZ. Majors with an interest in jazz should take Music 183, 203, and 303 and should participate in a jazz ensemble each term. This emphasis can be completed in conjunction with the general music major, music education, or music performance.

■Music Minor. The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires the completion of at least five units of credit from among the following: two courses chosen from Music 121, 122, and 123; one course in music history; one course chosen from Music 201, 202, 203, 301, 302, and 303; and one unit in applied music, including one-half unit in a major applied instrument and one-half unit in piano (if not the major applied instrument). In addition, participation in music ensembles and attendance at campus concerts and recitals is expected each term.

■Music Education. Students preparing for certification in secondary vocal-music education must take Music 201, 202, and 313; the equivalent of at least two units of applied music; and two courses in instrumental techniques. They must also satisfy the professional education requirements.

Students preparing for certification in secondary instrumental-music education must take Music 201, 202, and 314; the equivalent of at least two units of applied music; and four courses in vocal and instrumental techniques. In addition they must satisfy the professional education requirements.

Students preparing for a special K-12 certificate must take Music 312 in addition to the music education courses in their area and satisfy the professional education requirements.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per week with at least one hour of daily practice for one-sixth credit per term. Music majors or other advanced students may study for one-third credit per term, requiring a one-hour individual lesson each week and at least two hours of daily practice.

Music majors are expected to demonstrate competence on the keyboard by passing an examination in functional piano. Piano study for music majors who have had little experience

with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses carry one-sixth unit of credit per term; even-numbered courses carry one-third unit of credit. Credit for courses numbered 141-172 is applicable to the participation requirement of the *Beauty and Meaning in Works of Art* component.

141G/142G. Organ.

145G/146G. Piano.

151G/152G. Voice.

55G/156G. Strings.

161G/162G. Woodwinds.

165G/166G. Brass.

171G/172G. Percussion.

191/192. Conducting.

195/196. Composition.

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one-sixth unit of credit per term, applicable to the participation requirement of the *Beauty and Meaning in Works of Art* component.

181G. Vocal Chamber Music.

182G. Instrumental Chamber Music.

183G. Jazz Ensemble. Includes the Jazz Vocal Ensemble, Jazz Band, and Sound of Five

184G. Concert Choir.

185G. Wind Ensemble.

186G. Highlanders.

COURSES

101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. No prerequisites.

111G. Fundamentals of Music. An introductory investigation into the basic theoretical foundations of music. Topics covered will be music as science and language, tonal and rhythmic aspects of music, and basic music listening and writing skills. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. No prerequisites.

121. Theory of Music I. An approach to the elements of music — melody, harmony, rhythm, tone color, and form — through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. No prerequisites.

122. Theory of Music II. A continuation of Music 121 at the intermediate level. Prerequisite: Music 121 or consent of the instructor.

123. Theory of Music III. A continuation of Music 122 at the advanced level. Prerequisite: Music 122 or consent of the instructor.

201. Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups. Prerequisite: Music 123 or consent of the instructor.

202. Orchestration and Arranging. A study of orchestral and band instruments and their use in small and large ensembles. Students arrange music for a variety of performing groups in various musical styles. Prerequisite: Music 123.

203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. No Prerequisites.

250. Special Topics.

251. Vocal Techniques. A study of basic vocal pedagogical techniques through singing, listening, and working with others in a classroom setting. For students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: One-third unit.

252. String Techniques. A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: One-third unit.

253. Woodwind Techniques. A study of the techniques of playing the flute, oboe, clarinet, bassoon, and saxophone for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: One-third unit.

254. Brass Techniques. A study of the techniques of playing the trumpet, French horn, trombone, baritone, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: One-third unit.

255. Percussion Techniques. A study of the techniques of playing the timpani, snare drum, bass drum, mallet, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: One-third unit.

301. Counterpoint. A study of the principles of counterpoint in the sixteenth, eighteenth, and twentieth centuries and an introduction to the canon and fugue through composition and analysis of selected examples. Prerequisite: Music 123.

302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Prerequisite: Music 123.

303. Fundamentals of Jazz Improvisation. A study of harmony and performance as they relate to jazz improvisation. Through listening and analysis students learn the improvisation principles of the representative jazz styles and apply those principles in their own performances. Prerequisite: Music 123 or consent of the instructor.

312. Teaching Music in the Elementary School. A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. No prerequisites.

313. Music Education I. A study of the teaching and administration of vocal music in secondary schools. Topics include the general music program, the changing voice, instructional problems, and materials for vocal ensembles. Prerequisite: Music 123.

314. Music Education II. A study of the teaching and administration of instrumental music in secondary schools. Topics include techniques of group instruction, materials, equipment, organization, budgeting, and the rehearsing of bands and orchestras. Prerequisite: Music 123.

321. History and Literature of Music I. A study of music from the earliest times to 1800, concentrating especially

on the Renaissance, Baroque, and Classical periods. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: Music 123 or consent of the instructor.

322. History and Literature of Music II. A study of music from 1800 to the present, the romantic and twentieth-century periods. Emphasizes works, styles, and formal and theoretical considerations, including study and analysis of serialism and other twentieth-century techniques. Includes continued study of bibliographic materials and procedures. Prerequisite: Music 123 or consent of the instructor.

351. Music Business Seminar. A study of the various materials and resources available to the student interested in music business. Also examined are publishing, copy-right, artist management, recording, broadcasting, and career development. May be repeated for credit. No prerequisites. Credit: One-third unit.

420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 322 or consent of the instructor.

PHILOSOPHY AND RELIGIOUS STUDIES

Edward A. Scott, Assistant Professor, Chair
William O. Amy, Professor
Robert R. Gillogly, Associate Professor
Robert S. Langworthy, Assistant Professor

PHILOSOPHY

■ **Philosophy Major.** The major in philosophy consists of eight courses beyond Philosophy 101, Introduction to Philosophy. Three courses must be taken in the history of philosophy. Philosophy 102, Introduction to Logic, and Philosophy 450, Reading and Thesis, are also required of all majors.

■ **Philosophy Minor.** The minor in philosophy consists of five courses beyond Philosophy 101, Introduction to Philosophy. Of these, three must be in the history of philosophy and two in two of the following four areas: aesthetics, epistemology, ethics, and logic.

101. Introduction to Philosophy. An examination of the critical questions posed by philosophical discourse both as a distinctive way of speaking and a peculiar form of writing. Typical questions introduce the student to epistemological, metaphysical, and axiological concerns. A principal issue is the relation of thought or speech to Being.

102. Introduction to Logic. A study of fundamental distinctions required for effective reasoning such as truth and validity, deduction and induction. Application of procedures for testing the validity of arguments to concrete situations with a view to determining the central importance of logic for the sciences.

210. Advanced Logic. Symbolism and methods of demonstration for validity. The character of formal proofs is emphasized with attention given to more sophisticated developments in quantification and the logic of relations.

211. Philosophy of Education. An exploration of selected education theorists and the philosophical implications of their theories designed particularly for students entering the teaching profession. The course serves as a basic introduction to philosophical thought with emphasis on critical thinking about thinking, learning, and value theory, the goals and purposes of education, and the role and responsibility of the contemporary teacher. Prerequisite: Sophomore standing.

213. Philosophy of Religion. This course asks fundamental questions about the nature, presuppositions, language symbolism, and claims of religion. It is a study of the relations of God and world, revelation and reason, faith and knowledge, religion and science, good and evil, life and death.

250. Special Topics.

301. Greek and Medieval Philosophy. A studied attempt at retracing the original steps taken by the philosophical imagination in the inauguration of the history of metaphysics. The course will attend specifically to the play of *logos* in the unfolding of that history and the correlative formation of metaphor for the expression of thought and Being. Related themes: the foundations of ethics, the refutation of skepticism, the existence of God, and the nature of persons.

302. Modern Philosophy. The decisive turn of the quarrel between the ancients and modernity. Particular attention is focused on the rise of rationalism and the emergence of empiricism during the Renaissance and the enlightenment. Kant's synthesis of these developments in critical idealism and the reflective character of German Idealism are examined.

303. Ethics. A critical evaluation of the contextual horizon of ethics in terms of metaphysics, epistemology, and aesthetics. Typical questions: What apodictic claims can be made for our understanding of the "ought"? What are the relations of nature and freedom? To what degree does desire effect the establishment of ethical principles? What is "the Good"?

305. Contemporary Philosophy. Critical reflection on major philosophical movements arising out of nineteenth-century sources: positivism, analysis, phenomenology, existentialism, hermeneutics, deconstruction. Readings thematically oriented, usually in Wittgenstein, Husserl, Heidegger, Sartre, Merleau-Ponty, James, Russell, Ricoeur and Derrida. Prerequisites: Philosophy 301 and 302 or consent of the instructor.

315G. Aesthetics. Examines perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. Prerequisite: Philosophy 101 or junior standing.

320. Individualized Study. Directed research and writing in area of special interest to student.

450. Reading and Thesis. A thorough examination of a philosophical topic and the composition of an extended essay involving in-depth research and independent analysis and/or synthesis, under the individualized direction of a faculty member. Required for philosophy majors as the culminating experience of their program of study, and open only to senior majors.

RELIGIOUS STUDIES

■**Religious Studies Major.** The major in religious studies consists of eight courses including Religion 102, Introduction to Christian Thought, two courses in the Bible, one course in a non-Western religion, one of the following three courses: Philosophy 303,

Ethics, Religion 206, Christian Social Ethics, and Religion 213, Philosophy of Religion, Religion 450, Reading and Thesis, and three ⅓ credit courses in the Spiritual Life Institute.

■**Religious Studies Minor.** The minor in religious studies consists of five courses, of which three must be above the 100 level. Of the five courses one must be in Bible, one in Christian thought, and one in a non-Western religion.

101. Introduction to the Bible. An introductory study of the Old Testament, New Testament, and Apocrypha.

102. Introduction to Christian Thought. A study of the major teachings of the Christian faith with special interest in their historical development.

103. Jesus. A study of the life, character, and teachings of Jesus as recorded in the New Testament with consideration of various estimations of his person and message.

201. Old Testament Studies. An examination of the Hebrew scriptures from historical, literary, and theological perspectives.

202. Paul and the Early Church. A study of the formative influence of Paul in introducing and developing Christianity in Western civilization, based primarily on Pauline and Deutero-Pauline epistles and The Acts of the Apostles. Serious attention is given to Paul's particular understanding of the Gospel and the social-political and religious environment of the Pauline period.

205. Catholic Doctrine. A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is usually taught by a Roman Catholic clergyman and a member of the department.

206. Christian Social Ethics. A study of contemporary social and ethical concerns from the perspective of religious, specifically Christian, principles. The course will be primarily issue-oriented with emphasis on understanding how the Christian community determines appropriate (faithful) responses to contemporary life (social) threatening issues.

210G. Judaism and Islam. A study of the origins, history, beliefs, practices, and modern developments of the communities of Judaism and Islam. Special attention is given to the analysis of both their commonalities and differences. Satisfies non-Western requirement, *Human Societies* component.

213. Philosophy of Religion. This course asks fundamental questions about the nature, presuppositions, language symbolism and claims of religion. It is a study of the relations of God and world, revelation and reason, faith and knowledge, religion and science, good and evil, life and death.

250. Special Topics.

320. Individualized Study. Directed research and writing in area of special interest to student.

322G. The Religions of China and Japan. A study of the origins, histories, thought, practices, and development of Buddhism, Taoism, Confucianism, and Shintoism. Satisfies non-Western requirement, *Human Societies* component.

333. Christian Education. A study of major writings in the field with a supervised fieldwork program in the Christian education department of a local church. Prerequisite: Consent of the department.

450. Reading and Thesis. A thorough examination of a religious topic and the composition of an extended essay involving in-depth research and independent analysis and/or synthesis, under the individualized direction of a faculty member. Required for religious studies majors as the culminating experience of their program of study, and open only to senior majors.

PHYSICAL EDUCATION

Terry L. Glasgow,
Associate Professor, Chair
D. Hal Devore, Lecturer
Roger D. Haynes, Lecturer
Kelly Kane, Instructor
Judson F. Kruidenier, Lecturer
Orvin G. Otten, Instructor
Amy Potts, Instructor
Van Steckelberg, Lecturer

■**Physical Education Major (without Teacher Certification).** Each student majoring in physical education and not seeking teacher certification must complete six basic-skill courses, including Physical Education 110 and Physical Education 131, and at least nine term courses approved by the department, including Physical Education 180, 190, 210, 212, 220, 421, 430, and either 315 or 423. Women must take Physical Education 316, and men must choose one course from Physical Education 317, 318, and 319.

For students completing certification requirements, the culminating experience of the major is Education 450 (Student Teaching). Students who do not seek certification enroll in Physical Education 450 (Problems in Physical Education). The culminating experience must be completed before graduation.

■**Physical Education Major (with Teacher Certification).** Students who wish to be certified to teach physical education should refer to the Education Department section of the catalog. A teacher preparation program requires the completion of Physical Education 180, 190, 210, 211, 212, 220, 311, 315, 320, 325, 421, 423, 425, and 430 and one course chosen from Physical Education 316, 317, 318, and 319. Students who complete this program qualify for the special K-12 certificate. Students who seek only high school certification should refer to the section on secondary education on page 37.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete Physical Education 210, 211, 212, 311, 315, 320, 423, and 430.

BASIC-SKILL COURSES

Each basic-skill course carries one-sixth unit of credit, and a maximum of one unit in basic skills may be counted toward the degree.

PED 100. Aerobic Swimming.

PED 103. (Men's) Basketball.

PED 104. (Men's) Volleyball.

PED 105. Wrestling.

PED 110. Physical Fitness.

PED 111. Weight Training.

PED 114. (Women's) Basketball.

PED 115. (Women's) Volleyball.

PED 121. Beginning Bowling.

PED 122. Beginning Golf.

PED 123. Beginning Tennis.

PED 131. Swimming.

PED 132. Handball.

PED 133. Racquetball.

PED 134. Archery.

PED 136. Badminton.

PED 137. Lifesaving.

PED 138. Water Safety Instruction.

PED 152. Advanced Golf.

PED 153. Advanced Tennis.

PED 160. Cheerleading. Special permission is required to receive credit.

PEC 200. Intercollegiate Sports.

PHYSICAL EDUCATION COURSES

180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health.

190. Foundations of Physical Education. An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities.

210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. Not open to freshmen or nonmajors.

211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports.

212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. Credit: One-half unit.

220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities will be included. Credit: One-half unit.

250. Special Topics.

311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes program content and methods of teaching physical education in the elementary school.

315. Kinesiology. An analysis of the mechanics and anatomy of human motion. Prerequisite: Biology 204.

316. Coaching of Volleyball and Softball. A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formations, and strategy.

317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years. Prerequisites: Junior standing; nonmajors must have the permission of the department chair to enroll.

318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisites: Junior standing; nonmajors must have the permission of the department chair to enroll.

319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisites: Junior standing; nonmajors must have the permission of the department chair to enroll.

320. Curriculum and Methods of High School Physical Education. A study of the methods of teaching physical education. Open only to juniors and seniors in the teacher education program. May not be counted toward a major in physical education.

325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. Offered in alternate years. Credit: One-half unit.

420. Independent Study. Developed with the guidance of the department chair. Arrangements must be made with the chair before a student may enroll.

421. Organization and Administration. A study of the administration of physical education in elementary, junior high, and senior high schools, including the organization of physical education, athletic, and intramural programs. Program objectives, scheduling, budgeting, equipment, and related areas are covered. Prerequisite: Physical Education 311 or 320 and Junior standing.

423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Includes laboratory. Prerequisite: Biology 204 and Junior standing.

425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in Physical Education with Junior standing.

430. Adapted Physical Education. A study of the role of exercise in rehabilitating common disabilities. Topics include medical liaison and fundamental concepts of the adjustment and development of the handicapped. Prerequisite: Physical Education 315 and Physical Education 320 and Junior standing.

450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teacher certification. Prerequisites: Senior standing and approval of the department chair.

PHYSICS

Charles Skov, Professor, Chair
Rajkumar Ambrose, Assistant Professor

■**Physics Major.** The departmental major consists of eight or more term courses in physics, including at least two courses at or above the 300 level. In addition, the student must complete the prerequisite courses in mathematics. Majors are also expected to participate in Physics 350 (Science Seminar) during their junior and senior years. The major program culminates with either the senior seminar (Physics 401) or an independent study project (Physics 420). Students planning to pursue graduate study should take at least eight courses beyond the introductory sequence (Physics 110, 111, and 112), including Physics 208, 210, 212, 302, and 303. Programs may be planned with considerable flexibility to meet the individual student's needs. All programs leading toward the major must be approved by the department.

■**Secondary Teaching.** A physics major can prepare for secondary level certification by completing the teacher education program as outlined by the Education Department.

103G. Astronomy. A study of astronomical observation and instrumentation-telescopy, spectroscopy, and radio astronomy. Topics include the solar system, the sun, and other stars. Includes lecture and laboratory. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component.

110G. Introductory Physics (for science majors). A study of the fundamentals of mechanics, heat, and sound. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component. Corequisite: Mathematics 151.

111. Introductory Physics (for science majors). A continuation of Physics 110

including the fundamentals of electricity and magnetism. Prerequisite: Physics 110. Corequisite: Mathematics 152.

112. Introductory Physics (for science majors). A continuation of Physics 111 including the fundamentals of optics, special relativity, atomic and nuclear physics. Prerequisites: Physics 111 and Mathematics 152.

121G. Introduction to Physics (for nonscience majors). Includes topics from classical and modern physics chosen to demonstrate the laws of nature and to illustrate how those laws are ascertained. Discussions require a minimum of formal mathematics. Satisfies physical universe requirement, *The Physical Universe and Its Life Forms* component. Offered in alternate years.

122. Introduction to Physics (for nonscience majors). A continuation of Physics 121. Prerequisite: Physics 121.

190. Electronics for Computer Science. An introduction to digital circuit elements, including the microprocessor. Emphasizes practical experience. Prerequisite: Computer Science 160. (Same as Computer Science 190.)

208. Intermediate Mechanics. Topics include dynamics, motion of a particle in three dimensions, systems of particles, rotational dynamics, gravitation, and noninertial reference frames. Prerequisites: Physics 112 and Mathematics 253.

210. Electrical Measurements. A study of the use of instruments for the precise measurement of electrical quantities. Includes error analysis and circuit analysis. Prerequisite: Physics 112.

211. Electronics. A laboratory-oriented course in electronics for science majors. Offered in alternate years. Prerequisite: Physics 111 or 122 or consent of the instructor.

212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: Physics 112 and Mathematics 254 or consent of the instructor.

250. Special Topics.

302. Quantum Mechanics and Atomic Physics. A study of atomic and molecular structure, integrated with an introduction to quantum mechanics. Topics include evidence for the atomic structure of matter, analysis of absorption and emission spectra, properties of the nonrelativistic Schrodinger equation, and its single-particle solutions for various force laws. Prerequisites: Physics 208 and Mathematics 254.

303. Electricity and Magnetism. An intermediate course in the principles of electricity and magnetism. Prerequisites: Physics 112 and Mathematics 254.

312 Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: Physics 302.

325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors. Offered in alternate years. Prerequisite: Physics 302.

326. Nuclear Physics. An introduction to nuclear physics, the nuclear atom, experimental techniques, the static and dynamic properties of nuclei, nuclear stability, and nuclear spectra. Offered in alternate years. Prerequisite: Physics 302.

350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. Credit: One-sixth unit per term to a total of one unit.

356. Statistical Physics. An introduction to statistical mechanics and thermodynamics. Offered in alternate years. Prerequisites: Physics 112 and Mathematics 254.

401. Seminar. Special topics in physics. Prerequisites: Physics 210, 212, 303, and either 325 or 326.

420. Independent Study. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 210, 212, 303, and either 325 or 326.

PSYCHOLOGY

A. Dean Wright, Professor, Chair
Timothy L. Cleary,
Visiting Assistant Professor
William M. Hastings, Professor
Charles J. Meliska, Professor

■**Psychology Major.** A major in psychology consists of one term course at the 100 level; Mathematics 106 (or a passing score on a proficiency examination administered by the Psychology Department); completion of the junior comprehensive examination during the third term of the junior year; and eight term courses in psychology at or above the 200 level, including Psychology 201, 202, and 420 and two courses chosen from Psychology 315, 317, 324, 326, and 333. A grade of C or higher is required in Psychology 201 and 202 before students may enroll in Psychology 315, 324, 326, 333, or 420. The culminating experience of the major program is Psychology 420 (Senior Research).

■**Psychology Minor.** A minor in psychology consists of at least five courses in the department with a grade of C or higher and includes at least one course at the 100 level; Psychology 200 or 201; and at least three other courses above the 100 level, two of which must be at or above the 300 level.

■**Preparation for Graduate Study.** Students planning to pursue graduate study will find Psychology 315, 317, 324, 326, and 333 to be of particular value. Two or possibly three terms of Senior Research (Psychology 420, 421, and 422) are recommended for students planning to enter graduate programs. Proficiency in computer programming is also highly recommended.

■**Preparation for Social-Service Employment.** Students majoring in psychology are encouraged to develop vocational skills by conducting independent studies (Psychology 351 and 352) in social-service agencies. These

independent studies enable students to apply the knowledge they gain from course work to particular social-service problems.

INTRODUCTORY COURSES

111. Biopsychology. A study of the biological roots of behavior. Topics include the principal functions of the brain and spinal cord; the physiology of sensation, motivation, emotion, learning, and memory; and the principles of Pavlovian and instrumental conditioning and their relevance to animal and human adaptation.

121. Cognition and Behavior. An introduction to the principles of human learning, perception, and memory. Emphasizes behavior-modification models of learning and information-processing models of perception and cognition.

131. Social Psychology. A study of humans as complex social beings, the development of individual differences, and the effects of society in shaping persons. Topics include attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values.

200G. Experimental Psychology. An examination of aspects of behavior through laboratory study. Emphasizes the application of scientific methods to the study of human and animal behavior. Quantitative and statistical interpretations of data are stressed. Topics include animal aggression, sensation and perception, conditioning, human learning and memory, computer models of behavior, attitude formation, and social interactions. Satisfies life forms requirement, *The Physical Universe and Its Life Forms* component. Prerequisite: Sophomore standing. May not be counted toward a major in psychology.

340G. Personality. A theory-oriented exploration of attempts by Western psychologists to understand the roots of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family in generating individual personality differences, the role of cross-cultural variables, and the role of small groups and immediate social-environmental factors in shaping personality. Satisfies requirement in smaller social units, *Human Societies* component. Offered in alternate years. Prerequisite: Junior standing.

ADVANCED COURSES

Sophomore standing and one introductory course selected from Psychology 111, 121, 131, and 200 are prerequisites for all advanced courses in the department. Any additional prerequisites are indicated in the course description.

201. Research Methods in the Behavioral Sciences I. An introduction to the scientific method as it is applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the drawing of logical conclusions from behavioral data, and the design of experiments. Includes laboratory. Prerequisite: Mathematics 106 or a passing score on an examination administered by the Psychology Department.

202. Research Methods in the Behavioral Sciences II. A continuation of Psychology 201 emphasizing the design and analysis of multifactor experiments. Includes training in the use of laboratory equipment and experience in the design, conduct, analysis, and reporting of psychological research. Includes laboratory. Prerequisite: Psychology 201 (Computer Science 125 is recommended).

231. Developmental Psychology. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span

of the individual and include biological and cultural determinants. Particular emphasis is given to the family as the primary unit of socialization.

235. Introduction to Counseling. A survey of major theories and practices in counseling and psychotherapy. Topics include cognitive, affective, and behavioral models; directive and nondirective approaches; tests and other assessment devices; the ethics of intervention; and the evaluation of research in counseling and psychotherapy.

250. Special Topics. A study of a subject of special interest. Topics such as humanistic psychology, industrial psychology, and the application of psychology to community issues are among those offered.

315. Conditioning and Motivation. A study of the acquisition, maintenance, modification, and extinction of learned behavior, including the roles of needs, incentives, and drive satisfaction in conditioning. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 202.

317. Physiological Psychology. A continuation of Psychology 111. Topics include behavior genetics and evolution; the biochemistry of neural conduction and synaptic transmission; the physiology of sensation and movement; neural mechanisms in homeostasis and during sleep, dreaming, and sexual and reproductive behaviors; the biochemistry of learning and memory; and mechanisms of action of psychoactive drugs. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 111 or consent of the instructor.

324. Learning and Memory. Emphasizes contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and the learning of motor skills. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 202.

326. Perception. A study of the data, theories, and techniques of perceptual research, including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 202.

333. Experimental Social Psychology. The experimental study of human social behavior. Emphasizes current theories and research in such areas as group behavior, attitudes, interpersonal attraction, conflict resolution, conformity, and persuasion. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 202.

335. Abnormal Psychology. A study of the origins, symptoms, and classifications of behavior disorders including psychoneuroses, psychoses, psychosomatic disorders, mental deficiencies, and character deviations. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor.

350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisite: Psychology 202 or consent of the instructor. May be repeated for credit.

351, 352. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit.

420, 421, 422. Senior Research. The development and completion of a research project, typically in the form of an experiment. The project is chosen by the student in consultation with a member of the faculty and includes a formal oral presentation at its conclusion. Prerequisites: Senior standing, Psychology 202, and consent of the instructor.

SOCIOLOGY

Carolyn Tyirin Kirk, Professor, Chair
Steven L. Buban, Associate Professor

■**Sociology Major.** A major in sociology consists of nine courses in the department including 202, 203, 401, 420 and at least four courses at the 300 level. In addition, Mathematics 106 (Elementary Statistics) and Computer Science 125 (Introduction to Computer Science) are highly recommended. The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 406 (Urban Studies) or 420 (Independent Research) can be designed to include an internship with an appropriate organization. Those students interested in seeking teacher certification should also consult with the Education Department. All individual programs leading toward the major, however, must be approved by the Sociology Department.

■**Sociology Minor.** A minor in sociology consists of five courses in the department including 202, 203 and three additional courses, at least two of which must be at the 300 level.

■**101. Introduction to Sociology.** A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts.

102. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology.

202. Theory and Methods I. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis.

203. Theory and Methods II. A continuation of Sociology 202. Prerequisite: Sociology 202.

250. Special Studies in Sociology. An examination of selected problems and issues from a sociological perspective. May be repeated for credit.

320. Independent Study. Independent study in an area of sociology directed by a member of the faculty. May be repeated for credit.

327G. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system. Satisfies requirement in smaller social units, *Human Societies* component.

341G. Urban Sociology. An introduction to the city focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society. Satisfies requirement in larger social units, *Human Societies* component.

343. Population. An introduction to population studies and demographic analysis. Topics include the social determinants and consequences of fertility, mortality, and migration and the social ramifications of various population policies.

345. Class, Status, and Power. An evaluation of general theories of stratification and an analysis of stratification, class consciousness, and social mobility in industrial societies.

347G. Minorities. Examinations of selected minorities focusing on various aspects of their relationship to the dominant order. Satisfies requirement in larger social units, *Human Societies* component.

349. Deviance and Social Control. A study of deviance as socially created and defined, societal reactions to deviant behavior, and the dual processes of stigmatizing and normalizing deviance.

351. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.

353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and nonlaboratory settings.

355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest.

401. Seminar in Theory. An advanced study of the development of sociological theory, including the history of social thought, contemporary sociological theory, and constructing models of social theory. Prerequisite: Sociology 203.

403. Seminar in Problems and Issues. An advanced study of a single social problem or issue. May be repeated for credit.

406. Urban Studies. An intensive, off-campus, living experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest. One semester, up to four and one-half credits.

420, 421. Independent Research. An individual research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is chosen in consultation with the faculty and is the culminating experience of the major program in sociology.

SPEECH COMMUNICATION AND THEATER ARTS

William J. Wallace,
Assistant Professor, Chair
Roberta D. Burhans, Faculty Associate
James L. De Young, Professor
Lee A. McGaan, Assistant Professor
Douglas B. Rankin, Lecturer and Technical Assistant

■**Speech Communication and Theater Arts Major.** A major in Speech Communication and Theater Arts consists of eight courses, (in addition to Speech Communication and Theater Arts 101,) only two of which may be at the 100 level, and includes Speech Communication and Theater Arts 206, 450, a minimum of one term course from each of the three departmental tracks (interpersonal and public communication, mass communication, and theater arts), and at least three courses in a related field chosen in consultation with the student's adviser. All majors are expected to participate in co-curricular or extra-curricular communication activities. Students working toward secondary teacher certification should confer as early as possible with members of the Speech and Theater Department and the Education Department in order to ensure that their program will meet state standards.

■**Speech Communication and Theater Arts Minor.** The following programs are currently available from the department:

1. General Speech Minor. Five courses including 110, 221, 206, and any two other courses in the department provided at least one of them is at the 300 or 400 level.

2. Public Communications Minor. Five courses including Speech Communication and Theater Arts 206 and 450, and at least two 300 or 400 level courses to be chosen from: 106, 203, 204, 205, 301, 302, 400, 403, or 420, or 450.

3. Mass Media Minor. Five courses including Speech Communication and Theater Arts 206 and 450 and at least two 300 or 400 level courses to be chosen from: 100-3,200-3,204, 205, 221, 225, 321, 400, 403, or 420.

4. Theater Arts Minor. Five courses including Speech Communication and Theater Arts 206 and 450, and at least two 300 or 400 level courses to be chosen from: 100-2, 110, 111, 200-2, 212, 310, 314, 316, 350, 400, 403, and 420.

100. Speech Communication and Theater Arts Workshops. Staff-supervised participation in interpersonal and public communication (100-1), theater arts (100-2G), or mass communication (100-3). Open to all students. Speech Communication and Theater Arts 100-2G is applicable to the participation requirement, *Beauty and Meaning in Works of Art* component. Credit: One-sixth unit per term to a total of one unit. Offered each term.

101G. Fundamentals of Speech Communication. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Satisfies speech requirement, *Language* component. Offered each term. May not be counted for major or minor.

106G. Oral Interpretation of Literature. The art of sharing literature orally is studied from the viewpoint of its singular creative needs. Includes solo and group performances of prose, poetry, and drama stressing literary analysis, the mental and emotional assimilation of ideas, and the projection of meaningful content by verbal and nonverbal means. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Offered in alternate years. Prerequisite: English 150.

110G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of playscripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Satisfies appreciation requirement, *Beauty and Meaning in Works of Art* component. Offered each year.

111G. Introduction to Technical Theater. A study of the basic elements of technical theater including stagecraft, lighting, properties, and makeup. Includes laboratory. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Offered each year.

200. Advanced Speech Communication and Theater Arts Workshop. A continuation of Speech Communication and Theater Arts 100 with advanced work and/or a position of responsibility in interpersonal and public communication (200-1), theater arts (200-2G), or mass communication (200-3). Primarily for upperclass majors. Speech Communication and Theater Arts 200-2 is applicable to the participation requirement, *Beauty and Meaning in Works of Art* component. Prerequisite: Three 100-level credits. Credit: One-third per term to a total of two units. Offered each term.

203. Advanced Public Speaking. A performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: Speech Communication and Theater Arts 101 or consent of the instructor.

204. Interpersonal Communication. An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as

behavior, relationship development, communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered alternate years. Prerequisite: Speech Communication and Theater Arts 101.

205. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts. Offered alternative years. Prerequisite: Speech Communication and Theater Arts 101.

206. The Vocal Instrument. A study of sound transfer, language, and vocal production from psychological and physiological points of view. Individual projects are arranged to assist students with voice development and communication research skills. Required of all majors. Offered second term.

212G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Offered alternate years.

221G. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.) including study of the forces which created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Satisfies requirement in larger social units, *Human Societies* component. Offered each year.

225. Radio Broadcasting. A survey of the historical development of and operational and management trends within broadcasting combined with practical training in announcing techniques, copywriting, editing, and program planning. Offered alternate years. Prerequisite: Speech Communication and Theater Arts 221 or consent of the instructor.

250. Special Topics.

301. Organizational Communication. An analysis of organizational communication theories and methods and a study of organizational climate, motivation and leadership, and patterns of miscommunication within organizations. Includes practice in forms of communication used in business. Offered each year.

302. Small Group Communication. A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered alternate years.

306. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g. law, journalism, science, history, or politics.) Frequent in-class, written and oral practice will occur. Offered alternate years.

310. The History of the Theater. A survey of Western theater from ancient Greece to the nineteenth century. Emphasizes the evolution of dramatic literature, acting, production elements, theater architecture, and audience composition. Offered alternate years. No prerequisites.

314. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Prerequisite: Speech Communication and Theater Arts 111. Offered alternate years.

315G. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Offered alternate years. Prerequisites: Junior standing and two courses chosen from Speech Communication and Theater Arts 110, 111, 212, and 314 or performance experience.

321. Television Production. An introduction to the fundamentals of television, including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises focus on preparing actual programs. Offered alternate years. Prerequisites: Two courses chosen from Speech Communication and Theater Arts 111, 221, 225, 314, and 315.

350G. Summer Theater Production. An intensive study of theatrical production, including acting, design, scenecraft, and theater management and promotion, in conjunction with performances of the Monmouth College Summer Dinner Theater. Satisfies participation requirement, *Beauty and Meaning in Works of Art* component. Offered only during the summer session. No prerequisites.

400. Internship in Speech Communication and Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Students select Internship in Communications (400-1), Internship in Theater Arts (400-2), Internship in Electronic Media (400-3), or Internship in Print Media (400-4).

403. Seminar in Speech Communication and Theater Arts. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors.

420. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance.

430. Methods of Teaching Speech Communication and Theater Arts. A detailed study of the special problems that face the secondary-school teacher of speech communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of cocurricular activities in speech and theater. Offered as needed. Corequisite or prerequisite: Education 340.

450. Seminar on Freedom of Expression and Communication Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all Speech Communication and Theater Arts majors. Prerequisites: Speech Communication and Theater Arts major, senior standing, or permission of the instructor. Offered each year.

SYSTEMS OF THOUGHT AND BELIEF

Courses in this area fulfill the senior general education requirement. A student is required to take one course from two of the three categories listed below.

SOURCES OF WESTERN CIVILIZATION

STB 400. Great Themes of The Bible. A study of major Biblical themes that continue to influence Western culture, such as ideas of God, humanity, history, covenant, law, sin, salvation, prophecy, eschatology, and others. The course will include a basic survey of the Bible as particular themes are selected and traced historically and theologically. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 401. A Christian View of Human Nature. A view of human nature from the perspective of biblical and theological materials in the Christian tradition. The course considers human nature as it relates to God, to society, to one's self, and to one's destiny. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 402. Classical Mythology. A study of the gods and heroes of Greece and Rome and a discussion of the meanings of myths and of the influence of classical myths on Western culture. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 403. Greek and Medieval Philosophy. A study of Greek and medieval philosophy emphasizing Plato, Aristotle, Augustine, and Thomas Aquinas. Includes special attention to the historical roots of contemporary problems. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

PERENNIAL THEMES

STB 434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 435. Political Theory I: Plato to the Reformation. A historical survey and philosophical analysis of political theory from ancient Greece to the sixteenth century. Includes required readings from Plato, Aristotle, Machiavelli, and others. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 438. Modern Philosophy. A study of the major philosophers from the Renaissance to the present century. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 439. Systems of Thought in the Social and Behavioral Sciences. A study of the historical and philosophical roots of modern social and behavioral science. Topics include the Western belief in progress, its influence on evolutionary and functional theories, and the search for laws of nature as influenced by Greek and Hebrew thought. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 440. Feminism and Communication. A study of the feminist movement from the mid-nineteenth century to the present. The effects of feminism on modern communication behavior and rhetoric are considered. Discussions and research utilize primary source materials as well as classical feminist texts. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

CRITICISM AND VALUES

STB 468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 469. Values in the Novels of Iris Murdoch. An examination of the novels of Iris Murdoch as they show the working out of her philosophical ideas about some of the central ethical questions of the latter half of the twentieth century. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 470. Biotechnology and Human Values. A course designed to study the impact, trends, and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 471. Ecology of Overpopulation. An examination of the dilemma facing humankind as population increases and resources diminish. Possible solutions are addressed from a nonsectarian posture, recognizing that no simple answers exist. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 472. Fiction and Industrial Society. An investigation of issues and questions of value raised by selected nineteenth- and twentieth-century novels that focus on modern industrial society. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 473. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it was imaginatively translated from experience into art by several generations of literary women. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 474. Christianity and Its Critics. A critique of central Christian beliefs and practices by Christian reformers as well as by external social critics such as Feuerbach, Marx, and Freud. Selected historical and contemporaneous issues will be evaluated from inside and outside the Christian tradition. Partially satisfies

requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 475. Political Theory II: Hobbes to the Present. A study of the major political theorists from the seventeenth century to the present including Hobbes, Locke, Rousseau, Burke, Marx, Mill, and Lenin. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 476. Ethics. An analysis of basic moral concepts, their application in personal decision-making, and the principal historical and contemporary ethical theories. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

STB 477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as the disposing of the wastes from the use of the earth's energy resources. The effects of population growth, and the demands from industrial development will be considered. Partially satisfies requirement of *Systems of Thought and Belief* component. Prerequisite: Senior standing.

DISTINCTION PROGRAM

The Distinction Program offers a number of intellectual experiences, apart from the regular college curriculum, centered on the theme of continuity and change. Students are nominated for the program by faculty members and approved by the Admissions and Academic Status Committee. This procedure occurs in the second term of the freshman year. Students who enter the program need a minimum 3.5 GPA and must show qualities of leadership, independent scholarship, creativity, and initiative as well as a desire to participate seriously in the program. While no grades are given for work in the Distinction Program, students are required to maintain a cumulative 3.3 GPA to continue as distinction students.

All distinction students participate in a special group study project each term; in addition, special topics, requiring study throughout a term, are offered each term in the Distinction Program. An individual student will engage in three of these special topics during the four-year program. Distinction students serve as Freshman Seminar Associates in either the sophomore or junior year and take a special two-term seminar in the senior year, culminating in a public presentation to the College community. In all, students complete eight units in the Distinction Program.

Distinction Unit 500: Group Study	2 distinction units (cumulative)
Distinction Unit 510: Topics	3 distinction units
Distinction Unit 520: Freshman Seminar Associate	1 distinction unit
Distinction Unit 530, 531: Senior Seminar	2 distinction units
Total	8 distinction units

Off-Campus Programs

Monmouth College offers students an exceptional variety of opportunities to enhance their educational experience in off-campus study, both in this country and overseas. Most of these are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). While some programs require proficiency in a foreign language, most do not. Detailed information on making application for a program is available from the Registrar.

■Arts of London and Florence

The Arts of London and Florence program (winter/spring only) offers an intense immersion in the arts, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Course work in art, architecture, drama, Italian language, and history or literature is supplemented by visits to museums, galleries, and the theater, short field trips to other areas of England and Italy, and discussions with local scholars. Students spend eight weeks in each city. In Florence, an optional intensive course in Italian language is offered in January (1.2 units).

Length of program:
February to May
Enrollment:
50 students (25 begin in London, 25 in Florence)
Eligibility:
Sophomores, juniors, seniors
Credit:
4.8 units
Application deadlines:
March 15 first deadline
October 15 final deadline (space-available basis only)

■Chinese Studies

The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism, and governmental agencies operating throughout East Asia. Enrolled at The Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program. Opportunities for study in mainland China for students with one to two years of Chinese also are available and offered by the Council on International Educational Exchange, of which ACM is a member.

Length of program:
September to April
Eligibility:
Juniors, seniors
Credit:
9 units
Application deadline:
February 1

■Florence

The Florence program (fall only) offers students of art, history, Romance languages, and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses

providing a broad perspective on Italian contributions to world civilization. Course work is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student lives with an Italian family.

Length of program:
September to December
Enrollment:
20 to 25 students
Eligibility:
Junior and senior majors in art, history, modern languages, or humanities. Prior Italian language highly recommended.
Credit:
4.8 units
Application deadlines:
October 15 first deadline
March 15 final deadline (space-available basis only)

■India Studies

The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive ten-week orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled at the Western Regional Language Centre, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals.

Length of program:
March to December
Enrollment:
15 to 20 students
Eligibility:
Any currently-enrolled student may apply, though priority is given to those who will be sophomores or juniors at the time of the orientation term.
Credit:
Nine units (orientation, three units; overseas segment, six units)
Application deadlines:
April 15 first deadline
November 1 final deadline

■Japan Study

Students spend the academic year at Waseda University's International Division in Tokyo after a summer orientation, including intensive language study in a mountain village setting. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a farm stay lets students experience rural family life for three weeks. A GLCA/ACM program.

Length of program:
August to June
Eligibility:
Sophomores, juniors, seniors. No Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure. If this requirement cannot be met on the home campus, Earlham College offers an intensive two-credit session in June.
Credit:
A full year's academic credit is usually awarded upon successful completion of the summer program and the minimum number of courses required at Waseda.
Application deadline:
January 30

■Newberry Library in the Humanities

One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one-month seminars on selected topics during winter/spring. Students also may pursue independent study under the direction of faculty from their own colleges. An ACM/GLCA program.

Length of program:
September to December (fall seminar)
January to May (short-term seminars)
Enrollment:
20 students (fall seminar)
8 to 15 students (short-term seminars)
Eligibility:
Juniors, seniors, exceptionally qualified sophomores
Credit:
4.8 units for fall seminar; one unit for short-term seminars; variable credit for independent study and tutorials.
Application deadlines:
April 1 for fall seminar
November 15 for winter/spring seminars and tutorials

■Oak Ridge Science Semester

Designed to allow undergraduates to study and conduct research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range intensive investigations at the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. Participants devote most of their time to research work in the biological, engineering, mathematical, physical, or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program.

Length of program:
September to December
Enrollment:
20 to 30 students
Eligibility:
Upperclass majors in biology, chemistry, physics, geology, mathematics, or social sciences
Credit:
4.8 units
Application deadline:
February 15

■Semester in the Soviet Union

No nation in the world has a greater impact on the consciousness of Americans than the Soviet Union, but little about this country is familiar to them. In order to increase our understanding of the Soviet Union, a Semester in the Soviet Union combines intensive Russian language study with an introductory course on Soviet society. Exposure to contemporary Soviet life is featured in course work, frequent field trips, individual projects, and travel. The program is based in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between American and Soviet citizens than usually found on programs in the Soviet Union. An ACM/GLCA program.

Length of program:
September to December
Enrollment:
20 to 30 students
Eligibility:
Intermediate-level Russian language students
Credit:
4.8 units
Application deadline:
February 15 (ACM office)

■Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies, and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San Jose and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community.

Length of program:
September to December
Enrollment:
20 to 30 students
Eligibility:
Sophomores, juniors, seniors, with at least one year of college-level Spanish
Credit: 4.8 units
Application deadlines:
November 1 first deadline
March 30 final deadline

■Tropical Field Research

The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. The diversity of ecological zones within a day's travel of the capital of Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. The varied historical and contemporary use of this terrain offers an equally broad range of study topics for students of anthropology, archaeology, economics, geography, history, political science, and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty adviser.

Length of program:
February to May
Enrollment:
20 to 30 students
Eligibility:
Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college-level Spanish
Credit:
4.8 units
Application deadlines:
March 30 early deadline
November 1 final deadline

■Urban Education

The Urban Education program introduces student teachers and those interested in bilingual education to the unique aspects of urban schools and urban children. Chicago's myriad of instructional options provides placements in a variety of settings: inner city, suburban, traditional, innovative, bilingual, and special education. The program supports student teachers through a series of resource workshops, seminars, and discussion groups; emphasis is placed upon exploring each individual's strengths and weaknesses as a teacher.

Length of program:
Fall, winter, or spring term.
Eligibility:
Those seeking certification are expected to have fulfilled their college's prerequisites for student teaching
Credit:
3.5 units
Application deadlines:
April 15 for fall
November 1 for winter and spring

■Urban Studies

The social, cultural, and economic forces which shape American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. They engage in formal study in seminars on urban issues, a core course involving all program participants, independent study projects, and supervised internships which help students gain a valuable understanding of work and contribute to the life of the city and its people.

Length of program:
September to December, or February to May
Enrollment:
72 students (fall); 52 students (spring)
Eligibility:
Sophomores, juniors, seniors
Credit:
4.5 units
Application deadlines:
April 5 for fall
November 5 for spring

■Washington House

The Washington House program, initiated in 1967, permits ten to fourteen juniors and seniors to spend the spring term in Washington, D.C. Each student takes three courses: Government in Action, American Studies, and an independent study directed by a Monmouth College faculty member. The program takes advantage of its Washington setting for field trips, directed observation, and library research. Qualified science students may have an opportunity to do research at the Smithsonian Institution. Each year some students serve as interns in congressional offices in lieu of the independent study requirement. Students earn up to three units of credit. Offered in alternate years.

■Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is sixteen weeks in length. Junior standing is required. Students normally earn three units of credit.

■Wilderness Field Station

The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in botany, vertebrate zoology, aquatic biology, environmental ethics, literature of the wilderness, behavioral zoology, and behavioral ecology of mammals are offered during the two month-long summer sessions, along with field biology for non-science majors and an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging, and camping under primitive conditions. The base camp's well-equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques.

Length of program:
June to July; July to August; or both
Enrollment:
24 to 32 students per session
Eligibility:
One college-level biology course or its equivalent is required for all courses except Field Biology, Environmental

Ethics, and Wilderness in America (literature), which have no prerequisites

Credit:
One unit per session to a maximum of two units for both sessions.

Application deadlines:
February 20 first deadline
April 15 second deadline

■ Yugoslavia

For more than a thousand years a dividing line and scene of confrontation between East and West, Yugoslavia presents a fascinating setting for the study of nation-building and of historical and contemporary world affairs. The Yugoslavia Program enables first-hand study of this historical legacy and of the patterns of modern development which have created in Yugoslavia a unique economic system and a multi-ethnic society. Based in Zagreb, a major cultural center near Vienna and Venice, the program includes intensive language training and course work at the University of Zagreb, field trips, and residence in Yugoslav homes. Courses cover topics such as industrialization and social change, Marxist philosophy, the worker self-management system, and the development of the social and economic system. An ACM/GLCA program.

Length of program:
August to December

Enrollment:
20 to 25 students

Eligibility:
Sophomores, juniors, seniors

Credit:
4.8 units

Application deadline:
April 1

ADMISSIONS

■**Admissions Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and government, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

■**Types of Admissions.** Monmouth College offers three types of admission:

•EARLY DECISION. The early decision option is intended for students who have designated Monmouth as their first choice college and who are certain they will attend if admitted. Applications are reviewed as a group twice during the year with fall option deadline being December 1 and winter option deadline being February 1. Students who apply for early decision and who are admitted to Monmouth under this plan must, by agreement, withdraw any application previously filed at other colleges and fulfill their commitment to attend Monmouth. Students may apply under early decision to only one college.

•REGULAR ADMISSION. This plan allows students to file application at several colleges. The regular admission deadline for application is March 1. Monmouth announces all of its decisions on applications filed in this plan on one date—March 15. Students have until May 1 to respond to the offer of admission.

•CONDITIONAL ADMISSION. Conditional admission is intended for students who, while not meeting the regular entrance criteria, are thought to be capable of success with the regular curriculum providing that their freshman year program is appropriately modified.

Students with ACT scores less than 18 or placing in the lower half of their high school class may be admitted to the College on the recommendation of the Admissions and Academic Status Committee (AAS) and that admission may be conditional. The decision to admit will be made using all available information, with the intention to offer admission only to students who are deemed to have a reasonable chance of success at Monmouth. The committee may recommend others for conditional admission if their record so warrants.

The AAS, in consultation with the Dean of the College, will prescribe a detailed, required program for the freshman year. This will often include a reduction in course load and substantial restriction in extracurricular activities.

Non-credit academic activities may be included in the program. When offered conditional admission, students will be advised of their freshman schedule and warned that participation may extend their residence beyond four years. Occasional modifications to the freshman schedule may be made for sound reasons by the Registrar upon the recommendation of the student's faculty adviser. Appropriate records will be maintained.

During their first year at Monmouth students admitted conditionally are expected to remove academic deficiencies while demonstrating ability to do college work. Continuation for the second year will require a) that students satisfactorally complete all work specifically aimed toward elimination of deficiencies, and b) that students achieve a grade-point average at least the equal of that required for good academic standing. Normally students will move from conditional to regular admission status at the end of their freshman year. If deficiencies remain, the conditional status may be extended through the sophomore year, but only if the grade-point average requirement for good standing has been met.

•SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Dean of the College before the beginning of the term. Should a special student decide to become a degree candidate, the regular admissions procedure must be completed.

Part-time students are those who register for fewer than 2.5 units of credit per term. Permission to enroll part-time must be obtained from the Dean of the College before the beginning of the term.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the Dean of the College before the beginning of the term.

Tuition And Other Charges, 1988-89

TUITION, FEES, ROOM, AND BOARD

Tuition, per term $3,265
Room, per term,
double occupancy 440
per term, single occupancy 555
Board, per term 510

Total annual charge:
tuition, board, and
double-occupancy room $12,645

PAYMENT

All fees and charges are due before the beginning of the term in which the student is enrolled. Students may not register until their accounts are paid in full or satisfactory alternative arrangements are made with the Business Office.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Disabled veterans may be treated as fully paid students if Form 21E-1905 has been received from the Veterans Administration.

Students who wish to distribute payment over several months may use one of several commercially available payment plans. Information is available from the College cashier at 309/457-2124.

CONDITIONS

The normal course load for a full-time student is three courses per term. A student enrolled for two and one-half courses is classified as a full-time student. Tuition charges provide for a course load up to and including three and one-half units of credit per term. Tuition per term is based upon a student's registered course load as of the last day to add a class, as determined by the Dean of the College.

Tuition includes use of the library, laboratories, health center, and student center; cultural activities; cocurricular programs; and admission to athletic contests and most other campus events. Tuition is required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room for any term will be billed at the single-occupancy rate for each succeeding term of that academic year.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching, or other off-campus programs within thirty miles of Monmouth must reside on campus and take board in the College dining room. Box lunches will be provided or other appropriate arrangements made for meals that cannot be taken on campus. All expenses associated with off-campus study, such as travel, clothing, and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the Office of Student Financial Services to determine whether financial assistance is continued for the particular off-campus study program in question.

Ordinarily, students may enroll only at the beginning of an academic term. However, students who are transferring to Monmouth and students who participate in an off-campus study program in the fall may resume study at the beginning of January. Such students must return on the first day of the third week of classes (January 3, 1989) and may be permitted to take up to two term credits on a contracted-study basis with the prior permission of the Dean of the College. Tuition for such students will be on a per-credit basis. Room and board charged for such students will be prorated at eight tenths of the full cost for the term.

Payment of all current financial obligations to the college is a prerequisite to receiving the degree. Failure to meet such obligations will preclude participation in Commencement activities.

OTHER CHARGES

OVERLOAD

Students who take more than three and one-half units in a term will be charged additional tuition on a prorated basis. Tuition for fewer than two and one-half or for more than three and one-half courses will be charged as follows:

One course $1088
One-half course $544
One-third course $363
One-sixth course $181

AUDIT, per course $544

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION,
per course $544

SPECIAL EXAMINATIONS $30

Students who are absent from a final examination for any reason except illness must secure the permission of the instructor and pay the fee to take a makeup examination.

APPLIED MUSIC LESSONS

Music major,
full-time student . . . . . No Charge
Nonmusic major, full-time student
Half-hour lesson per week, per term $50
Hour lesson per week per term . . . $75
Others
Half-hour lesson per week, per term $75
Hour lesson per week, per term . . $125

INTEREST CHARGE 8.4%

Interest charges are assessed to student accounts on the fourteenth (14th) day of each month. The amount of the assessment is determined by taking the outstanding balance on the 15th day of the previous month, subtracting any credits posted during the month, and multiplying the resulting amount times 7/10ths of 1%, which is the equivalent of 8.4% per year. This method should always allow at least 30 days but not more than 60 days for charges to be paid without incurring any interest assessment.

Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment.

NON-SUFFICIENT FUNDS
CHECK RETURN FEE $6

This fee is charged on all checks returned to the College for non-sufficient funds.

LATE REGISTRATION FEE $30

Students who fail to register for class by the specified date at the beginning of each term will be assessed this additional fee.

CHANGE OF REGISTRATION $10

Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES
Application fee $15
Deposit for new students $100

A deposit is required of all new students

accepting admission. One half of the deposit is applied to the charges for the first term the student is enrolled, and half is retained as a deposit that is refunded at graduation or withdrawal of the student from the College if no breakage or damage charges are outstanding. New student deposits are refundable if requested by May 1 prior to entry for the fall term.

TRANSCRIPT, per copy $2

Transcripts are issued only upon written request. All financial obligations to the College must be met before the transcript will be issued.

PLACEMENT SERVICE
Enrolled student
Up to eight mailings of credentials $5
Each mailing above eight $3
Others
Up to three mailings of credentials $5
Each mailing above three $3

ROOM TELEPHONE

A telephone is provided, at no additional charge, in each residence hall room. Fraternities that maintain their own living centers are charged $16 per telephone per month in addition to any installation charges. Students will be charged $55 for replacement of missing or vandalized telephones. Toll-call billing authorization cards may be obtained from the College Business Office. Toll-call charges will be added to students' regular accounts on a monthly basis and will be suject to the same payment requirements as other College fees.

REPLACEMENT OF LOST KEY OR CARD
Outside key to building $50
Room key $10
Other key $10
I.D. or meal card $10

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and I.D. cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of I.D. cards.

MOTOR VEHICLE VIOLATIONS
Parking or other vehicular violation . . $5
Parking on College lawns $50
No vehicle registration $50

Motor vehicle regulations are designed to protect the safety and welfare of the campus community and to promote good order. Tickets for violations are issued by designated staff monitors. All enrolled students bringing a motor vehicle to campus must register the vehicle at the Business Office within 48 hours. There is no registration fee.

REFRIGERATOR RENTAL

A limited number of refrigerators are made available at an annual rental rate of $35 plus a $10 deposit. Students are charged $100 for lost or stolen refrigerators and are responsible for paying for damages to refrigerators, not to exceed $100.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory, or other supplies or for breakage or damage to College property are billed immediately or at the end of the term.

A list of standard charges for damages to College property is available in the Business Office. The charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

TUITION

If a student withdraws from the College, tuition will be refunded on the basis shown below. The date of withdrawal is the date the Dean of the College approves withdrawal, not the date the student ceases to attend classes.
During the
first two weeks . . . . . 80 percent refund
third week . . . . . 60 percent refund
fourth week . . . . . 40 percent refund
fifth week . . . . . 20 percent refund
After five weeks . . . . . No refund

No refund of tuition is made to a student who withdraws from a course or who is dismissed or suspended for disciplinary reasons.

BOARD

Refunds of board charges will be based on the unused portion of the term less two business days to process the withdrawal and notify the food-service contractor in writing.

OTHER

Fees and charges other than those described above are not refundable. For example, application fees and room charges are not refundable.

FINANCIAL AID

Students who withdraw during a term will be suject to adjustments in their financial assistance. The adjustment of financial aid depends on the policies of the organization from which the aid came. If the agency or foundation has no policy for adjustment due to withdrawal, the adjustment will be based on Monmouth College policy.

Monmouth College awards will be adjusted on the basis of the Monmouth College refund policy. The adjustment will not ordinarily result in a refund to the student.

Federal aid will be adjusted on the basis of the net charges for tuition, room, and board for the partial term and federal regulations governing refunds.

The adjustment in charges for a student who is withdrawing may result in an outstanding balance on the student's account that will be due and payable at the time of withdrawal.

Perkins Loan borrowers must have an exit interview with the Business Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally funded program.

Earnings from campus employment for the time worked to the date of withdrawal will be paid to the student on the next scheduled payroll date.

All adjustments in financial assistance will be made by the Director of Student Financial Services.

EFFECTIVE DATE

The charges above are effective September 1, 1988.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

1988-89 ACADEMIC CALENDAR

TERM I	
Classes begin, Registration	September 5
Classes end	November 11
Reading Day	November 12
Examinations	November 14, 15, 16
TERM II	
Classes begin, Registration	November 28
Winter vacation begins	December 16
Classes resume	January 3
Classes end	February 17
Reading Day	February 18
Examinations	February 20, 21, 22
TERM III	
Classes begin, Registration	March 6
Classes end	May 12
Reading Day	May 13
Examinations	May 15, 16, 17
COMMENCEMENT	May 20

REGISTERS: FACULTY ADMINISTRATION, SENATE

FACULTY, 1988-89

FULL- AND PART-TIME FACULTY

Haywood, Bruce (1980), President and Professor of Comparative Literature, 1980— •B.A., McGill University, 1950; M.A., 1951; Ph.D., Harvard University, 1956; D.H.L., Kenyon College, 1980; D.H.L., Knox College, 1988.

Julian, William B. (1988), Dean of the College and Professor of Political Science, 1988— •B.A., 1964; M.A., 1967; Ph.D., University of Wisconsin-Madison, 1976.

Allison, David C. (1962), Professor of Biology, 1973— •B.S., University of Illinois, 1956; M.S., 1957; Ph.D., Pennsylvania State University, 1960.

Ambrose, Rajkumar (1986), Assistant Professor of Physics, 1986— •B.Sc.(Hons.) 1958, M.A., Madras University, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Amy, William O. (1978), Professor of Religious Studies, 1978— •B.A., University of Western Ontario, 1951; B.D., Evangelical Theological Seminary, 1954; S.T.M., Biblical Seminary, 1955; Th.D., University of Toronto, 1966.

Arnold, George F. (1974), Associate Professor of Education and History, 1982— •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Barnes, Mary H. (1985), Assistant Professor of English, 1986— ; Director of the Writing Center, 1985— •B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.

Bate, William A. (1981), Adjunct Professor of Government (Washington House), 1981— •A.B., State University of New York, 1966; M.A., Union College, 1971; Ph.D., George Washington University, 1979.

Beebe, Ronald J. (1985) (Captain), Assistant Professor of Military Science, 1985— •B.S., U.S. Military Academy, 1980.

Blum, Harlow B. (1959), Professor of Art, 1977— •B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

Brown, David (1977), Adjunct Professor of Government (Washington House), 1977— •B.A., American University; M.S., Rutgers University; Ph.D., 1971.

Buban, Steven L. (1977), Associate Professor of Sociology, 1985— •B.A., 1971; M.A., 1973; Ph.D., University of Iowa, 1979.

Buchholz, Robert H. (1950), Professor of Biology, 1973— •B.A., Fort Hays Kansas State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

Burhans, Roberta Davilla (1982), Faculty Associate in Speech Communication and Theater Arts, 1988— •B.A., Monmouth College, 1977; M.S., Boston University, 1979.

Bush, George E., Jr. (1986) (Major), Assistant Professor of Military Science, 1986— •B.S., Southeast Missouri State University, 1970.

Cleary, Timothy L. (1988), Visiting Assistant Professor of Psychology, 1988— •B.S., Virginia Polytechnic Institute and State University, 1974; M.B.A., 1979; Ph.D., University of Tennessee, 1988.

Coach, Marlene E. (1986) (Captain), Assistant Professor of Military Science, 1986— •B.S., Eastern Michigan University, 1979; M.S.W., Wayne State University, 1981.

Cogswell, Richard L. (1983), Assistant Professor of Mathematics, 1983— •B.A., DePauw University, 1976; M.A., 1978; Ph.D., Washington University, 1983.

Condon, Jacquelyn S. (1980), Associate Dean of Students, 1985— ; Assistant Professor of Education, 1982— •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Conrad, Patricia B. (1979), Director of the Learning Skills Center, 1980— •B.A., Wittenberg University, 1962; M.A.T., Smith College, 1965.

Davis, Victor J. (1987), Lecturer, Learning Skills Center, 1987— •B.A., Knox College, 1987.

Devore, D. Hal (1984), Lecturer in Physical Education, 1984— •B.S., 1959; M.S., Western Illinois University, 1966.

DeYoung, James L. (1963), Professor of Speech Communication and Theater Arts, 1985— •A.B., Beloit College, 1959; M.A., Bowling Green State University, 1960; Ph.D., University of Minnesota, 1974.

Douglas, Dorothy Divall (1988), Instructor in Education, 1988— •B.S., University of Oklahoma, 1958; M.Ed., Central State Univeristy, 1985.

Fargo, Douglas A. (1986) (Captain), Assistant Professor of Military Science, Campus OIC, 1986— •B.S., Virginia Polytechnic Institute and State University, 1978.

Gebauer, Peter A. (1975), Professor of Chemistry, 1988— •B.S., Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Gillogly, Robert R. (1986), Associate Professor of Philosophy and Religious Studies, 1986— ; Minister to the College, 1986— •B.A., Monmouth College, 1961; S.T.B., Harvard Divinity School, 1964; M.A., 1976; Ph.D., Claremont Graduate School, 1981.

Glasgow, Terry L. (1972), Associate Professor of Physical Education, 1980— ; Director of Athletics, 1978— •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Griffiths, Richard L. (1967), Professor of Music, 1987— •B.M.E., University of Wichita, 1964; M.M.E., Wichita State University, 1966; D.M.A., University of Washington, 1979.

Haq, Farhat (1987), Assistant Professor of Government, 1987— •B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., Cornell University, 1987.

Hastings, William M. (1968), Professor of Psychology, 1983— •B.S., Loyola University, 1962; M.A., 1966; Ph.D., Southern Illinois University, 1969.

Hauge, Harris R. (1963), Head Librarian and Professor of Library Science, 1974— •B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

Haynes, Roger D. (1982), Lecturer in Physical Education, 1982— •B.A., Monmouth College, 1982.

Holm, Susan Fleming (1985), Assistant Professor of Spanish, 1985— •B.A., College of Wooster, 1966; M.A., 1982, Ph.D., University of Kansas, Lawrence, 1985.

Kane, R. Kelly (1984), Instructor, Physical Education, 1984— •B.A., Illinois Wesleyan, 1970; M.S., Western Illinois University, 1981.

Keefe, Brigit J. (1977), Faculty Associate in English, 1988— •B.A., Illinois Wesleyan University, 1967; M.A., University of Akron, 1970.

Keefe, James M. (1981), Lecturer in Education, 1981— •B.A., Illinois Wesleyan University, 1965; M.S., Illinois State University, 1967.

Keller, Alfred (1988), Visiting Instructor in Modern Foreign Languages, 1988— •B.A., 1979; M.A., University of Missouri-Kansas City, 1982.

Kieft, Richard L. (1975), Associate Professor of Chemistry, 1982— •B.S., Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Kirk, Carolyn Tyirin (1972), Professor of Sociology, 1988— •B.A., 1967; M.A., 1969; Ph.D., Michigan State University, 1974.

Kruidenier, Judson F. (1978), Lecturer in Physical Education, 1978— •B.A., Monmouth College, 1950.

Langworthy, Robert S. (1984), Chaplain of the College, 1984— ; Assistant Professor of Religious Studies, 1984— •B.A., Claremont McKenna College, 1974; M.A., Yale University, 1976; M.Phil., 1977; M.Div., Princeton Theological Seminary, 1982; Ph.D., Yale University, 1984.

Lemon, J. Rodney (1976), Professor of Economics and Business Administration, 1982— •B.A., Monmouth College, 1964; M.S., 1967, Ph.D., University of Illinois, 1968.

Luebke, John E. (1982), Assistant Professor of Music, 1982— •B.S., State University of New York at Fredonia, 1971; M.M., 1979; D.M.A., University of Miami, 1982.

Luebke, Shirley Neugebauer- (1982), Assistant Professor of Music, 1986— •B.F.A., 1971; M.M., University of South Dakota, 1976; D.M.A., University of Miami, 1982.

McCarnes, Mary L. (1983), Lecturer in Spanish, 1983— •B.A., Monmouth College, 1942.

McGaan, Lee (1986), Assistant Professor of Speech Communication and Theater Arts, 1986— •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., Ohio University, 1980.

McNamara, R. Jeremy (1964), Professor of English, 1978— •B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961; M.A., National University of Ireland (Dublin), 1974.

Meeker, Cheryl (1986), Lecturer in Art, 1986— •B.A., Knox College, 1984; M.A., 1985; M.F.A., Northern Illinois University, 1986.

Meliska, Charles J. (1969), Professor of Psychology, 1982— •B.A., College of Wooster, 1963; M.A., 1966; Ph.D., Case Western Reserve University, 1970.

Mills, James G., Jr. (1988), Instructor in Geology, 1988— •B.S., Sonoma State University, 1982; M.S., University of Nevada, Las Vegas, 1985.

Mozayan, Rahmat (1985), Assistant Professor of Economics and Business Administration, 1985— •B.S., Tehran University, Iran, 1970; M.A., George Mason University, 1980; Ph.D., West Virginia University, 1985.

Nieman, George C. (1979), Professor of Chemistry, 1983— •B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Noël, Roger (1986), Assistant Professor of Modern Foreign Languages, 1986— •Licence en Philosophie et Lettres, Université de Liége, Belgium, 1965; M.A., University of Missouri, 1966; Ph.D., Washington University, 1984.

Odle, Barbara (1985), Lecturer, Learning Skills Center, 1985— •B.A., Midland College, 1969; M.Ed., University of Missouri, 1980.

Otten, Orvin (1984), Instructor, Physical Education, 1984— •B.A., Northwestern College, 1979; M.A., Univeristy of Iowa, 1983.

Petersen, Kenneth L. (1986), Assistant Professor of Biology, 1986— •A.B., Dordt College, 1979; M.S., 1982; Ph.D., Iowa State University, 1986.

Pibal, Eugene R. (1982), Lecturer in Economics and Business Administration, 1988— •B.S.B.A., 1964; M.B.A., University of Denver, 1965; A.B.A., University of Nebraska, 1976.

Potts, Amy J. (1987), Instructor, Physical Education, 1987— •B.S.E., 1986; M.A., Northeast Missouri State University, 1987.

Rankin, Douglas B. (1988), Lecturer and Technical Assistant, Speech Communication and Theater Arts, 1988— •B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.

Reno, Richard W. (1980, 1982), Associate Professor of Physics and Computer Science, 1982— ; Director of the Computer Center, 1982— •B.A., Knox College, 1963; Ph.D., Yale University, 1971.

Scott, Edward A. (1986), Assistant Professor of Philosophy and Religious Studies, 1986— •B.A., Slippery Rock State College, 1971; M.A., 1973; Ph.D., Duquesne University, 1985.

Scholtis, Edward R. (1986) (Lieutenant Colonel), Assistant Professor of Military Science, 1986— •M.S., University of Southern California, 1977.

Sells, LeRoy A. (1985) (Master Sergeant), Instructor in Military Science, 1985— .

Shoemaker, Homer L. (1961), Lecturer in Business Administration, 1975— •B.A., 1950; M.B.A., University of Denver, 1965; C.P.A., 1961.

Sienkewicz, Thomas (1984), Capron Professor of Classics, 1985— •B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D., Johns Hopkins University, 1975.

Skov, Charles E. (1963), Professor of Physics, 1973— •A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.

Smolensky, Ira (1984), Assistant Professor of Government, 1984— •B.A., 1970; M.A., 1976; Ph.D., Rutgers University, 1982.

Sorensen, Francis W. (1973), Professor of Education, 1983— •B.S., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed.D., University of Illinois, 1973.

Spitz, Douglas R. (1957), Professor of History, 1977— •A.B., Swarthmore College, 1949; M.A., 1955; Ph.D., University of Nebraska, 1964.

Sproston, Michael E. (1968), Associate Professor of Music, 1986— •B.A., Monmouth College, 1964; M.A., University of Iowa, 1966.

Steckelberg, Van (1986), Lecturer and Assistant Coach, Physical Education, 1986— •B.A.E., Wayne State College, 1966; M.A., University of Nebraska, 1970.

Suda, Carolyn (1986), Lecturer in Music, 1986— •B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.

Suda, David J. (1984), Associate Professor of Humanities, 1984— •B.A., University of South Florida, 1969; M.A., 1971; Ph.D., Emory University, 1983.

Tucker, Marta M. (1983), Assistant Professor of Mathematics and Computer Science, 1983— •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Urban, Jacquelynn J. (1978), Lecturer in Modern Foreign Languages, 1978— •B.A., University of Texas, 1964.

Urban, William L. (1966), Professor of History, 1978— •B.A., 1961; M.A., 1963; Ph.D., University of Texas, 1967.

Wallace, William J. (1979), Assistant Professor of Speech Communication and Theater Arts, 1986— •B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.

Waltershausen, George L. (1966), Professor of Art, 1987— •B.A., Knox College, 1961; M.A., University of California (Berkeley), 1963; M.F.A., Bradley University, 1978.

Watson, Craig (1986), Assistant Professor of English, 1986— •B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.

Wayne, Lynne Stauffer (1987), Lecturer, English as a Second Language, 1987— •B.A., Connecticut College, 1978; M.A., University of Minnesota, 1981.

Weiss, Andrew (1986), Edwin A. Trapp, Jr. Associate Professor of Business Administration, 1986— •A.B., Oberlin College, 1972; M.S., 1980; Ph.D., Northwestern University, 1982.

Welch, Lyle L. (1979), Associate Professor of Mathematics, 1983— •B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

Wiedman, Lawrence A. (1985), Instructor in Geology, 1985— •B.S., Ball State University, 1978; M.S., Wright State University, 1982.

Willhardt, Gary D. (1967), Professor of English, 1983— •B.A., Monmouth College, 1959; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.

Wright, A. Dean (1970), Professor of Psychology, 1982— •B.A., Fort Hays Kansas State College, 1959; M.S., 1959; Ph.D., Texas Christian University, 1969.

PROFESSORS EMERITI

Elwood H. Ball, 1953-83
Professor of Music Emeritus

Milton L. Bowman, 1968-86
Professor of Biology Emeritus

Cecil C. Brett, 1963-83
Professor of Government and History Emeritus

Eva H. Cleland, 1923-44, 1951-67
Professor of English Emerita

Mary Bartling Crow, 1946-85
Professor of History Emerita

Dorothy Donald, 1932-70
Professor of Spanish Emerita

Bernice L. Fox, 1947-81
Professor of Classics Emerita

Robert W. Gibson, 1952-64
President Emeritus

J. Prescott Johnson, 1962-86
Professor of Philosophy Emeritus

John J. Ketterer, 1953-86
Professor of Biology Emeritus

Heimo A. Loya, 1936-73, 1973-85
Professor of Music Emeritus

Paul H. McClanahan, 1964-79
Professor of Religious Studies Emeritus

Roy M. McClintock, 1966-86
Professor of Government Emeritus

Harry W. Osborne, 1965-83
Professor of Modern Foreign Languages Emeritus

Benjamin T. Shawver, 1946-74, 1975-85
Professor of Chemistry and Education Emeritus

Charles J. Speel II, 1951-83
Professor of Religious Studies Emeritus

J. Stafford Weeks, 1959-86
Professor of Religious Studies Emeritus

Esther M. White, 1974-88
Professor of Education Emerita

Donald L. Wills, 1951-84
Professor of Geology Emeritus

Robert G. Woll, 1935-75, 1976-77
Professor of Physical Education Emeritus

ADMINISTRATION, 1988-89

Haywood, Bruce (1980), President, 1980— •B.A., McGill University, 1950; M.A., 1951; Ph.D., Harvard University, 1956; D.H.L., Kenyon College, 1980; D.H.L., Knox College, 1988.

Scott, Andrea Cornett- (1986), Assistant to the President on Minority Affairs, 1986— •B.A., Morris Brown College, 1983.

ACADEMIC AFFAIRS

Julian, William B. (1988), Dean of the College, 1988— •B.A., 1964; M.A., 1967; Ph.D., University of Wisconsin-Madison, 1976.

Brown, Donna M. (1968), Data Processing Manager, Computer Center, 1975— .

Burhans, Donald L. (1984), Reference and Government Documents Librarian, 1984— •A.B., Wabash College, 1972; M.A.L.S., Northern Illinois University, 1981.

Carr, Daryl (1985), Operations Manager, Computer Center, 1985— •B.A., Monmouth College, 1988.

Conrad, Patricia B. (1979), Director of the Learning Skills Center, 1980— •B.A., Wittenberg University, 1962; M.A.T., Smith College, 1965.

Glasgow, Terry L. (1972), Director of Athletics, 1978— •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Gustafson, Eleanor C. (1963), Catalog and Inter-Library Loan Librarian, 1963— •B.A., Monmouth College, 1963.

Hauge, Harris R. (1963), Head Librarian, 1974— •B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

Haynes, James (1988), Registrar, 1988— •B.S., 1954; M.S., Texas Christian University, 1958.

Johnson, K. Dennis (1977), Director of Audiovisual Services, 1977— .

K. Jawaharlal, J. Mahendran (1986), Academic Coordinator, Computer Center, 1986— •B.A., Monmouth College, 1987.

Reno, Richard W. (1980, 1982), Director of the Computer Center, 1982— •B.A., Knox College, 1963; Ph.D., Yale University, 1971.

STUDENT DEVELOPMENT

Gillogly, Robert R. (1986), Dean of Students, 1988— •B.A., Monmouth College, 1961; S.T.B., Harvard Divinity School, 1964; M.A., 1976; Ph.D., Claremont Graduate School, 1981.

Condon, Jacquelyn S. (1980), Associate Dean of Students, 1985— ; •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Crider, Elizabeth (1986), Director of Health Services, 1986— •R.N., B.S.N., Olivet Nazarene University, 1976.

Vetter, Deborah L. (1987), Director of Career Planning and Placement, 1987— •B.A., Ohio Wesleyan University, 1977; M.A., Bowling Green State University, 1979.

Williamson, Colleen Barker- (1986), Director of Student Center/Activities, 1986— •B.A., Heidelberg College, 1983; M.A., Bowling Green State University, 1986.

DEVELOPMENT AND INSTITUTIONAL ADVANCEMENT

Boster, Drew R. (1982), Director of Alumni and College Relations, 1987— •B.A., Augustana College, 1973; M.S.Ed., Western Illinois University, 1976.

Cook, Lois A. (1987), Director of Prospect Research, 1988— •B.S., Bowling Green State University, 1963.

Ehrhart, Stephen R. (1979), Director of the Annual Fund, 1988— •B.A., Monmouth College, 1977.

Partin, Richard L. Delgado (1986), Assistant Director of College Publicity, Director of Sports Information, 1986— •B.A., Oregon State University, 1977.

Ricketts, Roger (1987), Director of Development, 1987— •B.A., Marycrest College, 1976; M.Div., University of Dubuque Theological Seminary, 1978.

Withenbury, Thomas M. (1985), Director of College Publicity, 1985— •B.S., Southern Oregon State College, 1977.

FINANCE AND BUSINESS

Gladfelter, Donald L. (1977), Director of Finance and Business, 1981— •B.A., Monmouth College, 1977.

Eskins, Sandra Kay (1988), Director of Student Financial Services, 1988— •B.S., 1971; M.S., Eastern Illinois University, 1974.

McNall, W. Michael (1981), Assistant Director of Finance and Business, 1981— •B.A., Monmouth College, 1981.

St. Ledger, J. Dean (1957), Superintendent of Buildings and Grounds, 1974— .

ADMISSIONS

Long, David D. (1985), Dean of Admissions, 1987— •B.S., Drake University, 1961; D.D.S., Washington University, St. Louis, 1965.

Allen, Irma S. (1976), Admissions Representative, 1976— •B.S., Culver Stockton College, 1941; M.S., Washington University, 1951.

Callahan, William J. (1988), Admissions Representative, 1988— •B.A., 1983; M.A., Western Illinois University, 1987.

Farr, Linda (1986), Administrative Assistant for Admissions, 1988— .

Goehring, Jerry (1987), Admissions Representative, 1987— •B.A., Coe College, 1981.

Kohler, Kellie (1986), Regional Representative, 1986— •B.A., Monmouth College, 1986.

Liesman, Orville D. (1987), Coordinator of Alumni Admissions, 1988— •B.A., Monmouth College, 1960.

Moore, Mark (1988), Admissions Representative, 1988— •B.A., Monmouth College, 1977.

Moore, Vicky (1988), Admissions Representative, 1988— •B.A., Monmouth College, 1975.

Novak, Rebecca (1988), Alumni/Admissions Facilitator, 1988— •B.A., Monmouth College, 1986.

Stansell, Elizabeth Q. (1988), Assistant Dean of Admissions, 1988— •B.S., Rockford College, 1978.

Underwood, William (1987), Admissions Representative, 1987— •B.A., Monmouth College, 1966.

THE SENATE, 1988-89

OFFICERS OF THE SENATE

H. Safford Peacock, Chair; Investment Manager; Lincoln, Illinois.

Roger W. Rasmusen '56; Vice Chair; Investment Manager; Stuart, Florida.

OFFICERS OF THE COLLEGE

Bruce Haywood, President; Monmouth College; Monmouth, Illinois. *Ex officio.*

Ralph E. Whiteman '52; Treasurer; President, Security Savings and Loan Association; Monmouth, Illinois. *Ex officio.*

David D. Long; Secretary; Monmouth College; Monmouth, Illinois. *Ex officio.*

Catherine T. Bennett; Assistant Secretary; Monmouth College; Monmouth, Illinois. *Ex officio.*

TRUSTEES AND DIRECTORS

Robert J. Ardell '62; Geological Consultant; Spring, Texas.

Nancy Glennie Beck '53; Homemaker; Harbor Spring, Michigan.

David A. Bowers '60; Vice President and General Manager, National Cabinet Lock; Greer, South Carolina.

Peter H. Bunce; Consultant, Sverdrup Corporation; St. Louis, Missouri.

Tim J. Campbell, Jr. '39; Attorney, Campbell and Campbell; Newton, Iowa.

Nicole C. Chevalier '77; Marketing Director, IPP Lithocolor; Chicago, Illinois.

Dorothy Peterson Dahl '40; Homemaker; Muscatine, Iowa.

Mary Ann Eiserman '72; Teacher; Lake Zurich, Illinois.

William J. Goldsborough '65; Investment Analyst, Lincoln Capital Management; Glen Ellyn, Illinois.

W. Jermome Hatch '57; Director of Personnel, American National Can Company; Chicago, Illinois.

Norman A. Hedenberg '58; President, The August Development Company; La Jolla, California.

Walter S. Huff, Jr. '56; President and Chief Executive Officer, HBO & Company; Atlanta, Georgia.

Richard P. Hutchinson '34; Farmer and Farm Manager; Biggsville, Illinois.

James C. Jacobsen; Vice President and Treasurer, Kellwood Company; St. Louis, Missouri.

Mary Castle Josephson '51; Homemaker; Roseville, Illinois.

Harold W. Knapheide III; President, Knapheide Manufacturing Company; Quincy, Illinois.

William M. LeSuer '42; Senior Vice President (Retired), Research and Development, The Lubrizol Corporation; Richmond Heights, Ohio.

Graham McMillan '37; Vice President (Retired), Biochemical Operations, International Minerals and Chemicals Corporation; Terre Haute, Indiana.

Lee L. Morgan; Chairman and Chief Executive Officer (Retired), Caterpillar Tractor Company; Peoria, Illinois.

Peter A. Nelson '54; Senior Vice President, Marketing, McDonald's Corporation; Barrington, Illinois.

Bruce C. Ogilvie '68; Ogilvie and Associates, Limited; Grand Rapids, Michigan.

Richard L. Owens; Private Investor, RLO, Incorporated; Peoria, Illinois.

William R. Phillippe; Pastor, First Presbyterian Church; Louisville, Kentucky.

Harold A. Poling '49; Vice Chair, Ford Motor Company; Birmingham, Michigan.

Nelson Potter '61; Associate Professor of Philosophy, University of Nebraska-Lincoln; Lincoln, Nebraska.

Juanita Winbigler Reinhard '42; Homemaker; Arlington Heights, Illinois.

John J. Scotillo '72; Attorney at Law; Barrington, Illinois.

V. G. Sharpe; Vice President of Product Development, Galesburg Manufacturing Company; Galesburg, Illinois.

James L. Spiker; President, Farmers and Merchants Bank; Bushnell, Illinois.

Theodore L. Stansell; Attorney, Stansell, Critser and Whitman; Monmouth, Illinois.

Edwin A. Trapp, Jr. '53; Investment Manager; Dallas, Texas.

Maxine Murdy Trotter '47, Secretary-Treasurer, Murdy Foundation, Incorporated; Santa Ana, California.

Fred W. Wackerle '61; Partner, McFeely Wackerle Jett Associates; Chicago, Illinois.

William Winslade '63; Professor of Medical Jurisprudence and Psychiatry, University of Texas Medical Branch at Galveston; Galveston, Texas.

Carol Dettman Wolcott '63; Staff Physician, University of Nebraska Health Center; Lincoln, Nebraska.

SENATE EMERITI

Robert E. Acheson '28; Operations Supervisor (Retired), Illinois Bell Telephone Company; Monmouth, Illinois.

John C. Bailar, Jr.; Professor Emeritus of Inorganic Chemistry, School of Chemical Sciences, University of Illinois; Urbana, Illinois.

Daniel M. MacMaster; President and Director (Retired), Museum of Science and Industry; Flossmoor, Illinois.

Robert T. McLoskey '28; Legislative Consultant; Monmouth, Illinois.

N. Barr Miller '28; Attorney (Retired), Haynes and Miller; Bethesda, Maryland.

John W. Service '35; Division Manager (Retired), Salary Administration, Deere and Company; Monmouth, Illinois.

Clayton V. Taylor '26; President Emeritus and Director (Retired), Herndon Federal Savings and Loan; Chantilly, Virginia.

HONORARY DIRECTOR

Pearle Liddle; Civic Leader and Homemaker; Fort Worth, Texas.

INDEX

Academic Calendar, 1988-89, 96
Academic Dishonesty, 21
Academic Honors, 19
Academic Policies, 17-22
Academic Probation, 20-21
Academic Program, 11-22
Academic Status, 20-21
Accounting, 35-36
Accreditation and Affiliation, 1-2
Administration, Register of, 101-103
Admissions, 91-92
Advanced Placement Program, 17-18
Advanced Standing, 17-18
Appeal of Grades, 19
Architecture, 8
Art Department, 23-25
Art History, 24
Arts of London and Florence program, 85
Art, Studio, 23
Associated Colleges of the Midwest (ACM), 2, 85
Association for Women Students, 6
Attendance, Class, 18
Auditing a Course, 21-22
Auditorium, College, 4
Austin Hall, 5

Bachelor of Arts Degree, 1
requirements for, 11-17
Beauty and Meaning in Works of Art (general education component), 14-16
Bilingual Education (Spanish), 38
Biology Department, 25-27
Black Action and Affairs Council, 6
Bookstore, 4
Business Administration, 33-35

Career Planning and Placement, 5, 7-10
Carnegie Hall, 4
Chemistry Department, 28-29
Chinese Studies program, 85
Classical Civilization, 30-31
Classics Department, 30-32
Classification of Students, 20
College Level Examination Program, 18
Communications, 8
Community Activities Board, 5
Computer Center, 4
Computer Science, 8, 56-57
Conditional Admissions, 91
Convocations, 22
Course Syllabi, 22
Courses of Instruction, 23-84
Credit by Examination, 18
Credit/no credit courses, 19
Credits, Transfer of, 21
Criticism and Values, 15, 82-83
Curriculum, 11-15

Dean's List, 19-20
Degree, Application for, 15
Dentistry, 8-9
Departmental Honors, 19
Directory of College Offices, Inside Back Cover
Dishonesty, Academic, 21
Distinction Program, 84
Distinction Scholars, 19

Early Decision, Admissions, 91
Early Graduation, 17-18
Earth Science Certification, 45-46
Ecological Field Station, 25
Economics, 32-33
Economics and Business Administration Department, 32-36
Education Department, 36-40
Electives, Free, 12
Elementary Education, 36-37
Engineering, 9
English as a Second Language, 43
English Department, 41-43
Environmental Studies, 9, 14
Examinations, Final, 22
Expulsion, 21

Faculty, Register of, 97-101
Fellowship of Christian Athletes, 6
Final Examinations, 22
Financial Aid, 96
Florence program, 85-86
Fourth Course, policy on, 18
French, 61-62
Freshman Seminar, 11-12

General Education Courses, 15-17
General Education program, 11-15
components of, 12-15
Geology Department, 45-47
German, 62
Governance, College, 6-7
Government Department, 48-49
Grade-Point Average, 19
Grading System, 18-19
Greek, 30

Haldeman-Thiessen Science Center, 4
Health Center, 5
Health, Cooperative Programs in, 8
Hewes Library, 4
Highlanders, 6
History and Purpose (of the College), 1
History Department, 50-52
Honor Roll, 20
Honors at Graduation, 19
Honors Convocation, 22
Human Societies (general education component), 14-17

Illinois State Teacher Certification Board, 1, 36
Incomplete Grades, 19

India Studies program, 86
In-Progress Grades, 19
Instructional Facilities, 4-5
Interdisciplinary Studies, 52
Intramural Sports, 6

Japan Study program, 86
Junior-College Transfers, 21

Language (general education component) 13, 15-16
Latin, 30
Latin American Culture and Society program, Studies in, 88
Law, 9
Learning Disabilities, 38
Learning Skills, 53
Learning Skills Center, 4
Library Science, 9
Little Theatre, 5
Location of the College, 1

Major Study, 12. *See also specific departments.*
Mathematics, 54-55
Mathematics and Computer Science Department, 54-57
Matriculation Ceremony, 22
McMichael Academic Hall, 4
Medical Technology, 8
Medicine, 9
Military Science Department, 58-60
Ministry and Christian Education, 9
Mission Statement, 3
Modern Foreign Languages Department, 60-62
Monmouth College: An Introduction, 1-2
Monmouth Plan, 11-17
Music Department, 63-66
Applied, 63-64
Ensembles, 64

Newberry Library in the Humanities program, 87
North Central Association of Colleges and Schools, 1
Nursing, 8

Oak Ridge Science Semester program, 87
Occupational Therapy Program, 8
Off-Campus Programs, 85-90
Organizations, Campus, 6

Part-Time, Reentering Students, 92
Perennial Themes, 15, 81-82
Physical Education Department, 69-71
Physical Universe and Its Life Forms (general education component), 13, 15-16
Philosophy, 66-67
Philosophy and Religious Studies Department, 66-68
Physics Department, 71-73
Prairie Plot, 26
Preprofessional Programs, 8-10
Presbyterian Church (U.S.A.), 2
Probation, Academic, 20-21
Psychology Department, 73-75

Readmission, 21
Recreation and Athletics, 6
Registers: Faculty, Administration, Senates, 97-105
Registration, 18
Religious Studies, 67-68
Repeating a Course, 19
Requirements for the Degree, 11, 15
Reserve Officers' Training Corps, 9
Residential Living, 5
Rights and Responsibilities, 7

Secondary Education, 37
Semester in the Soviet Union program, 87
Senate, Faculty, 7
Senate, Monmouth College, 6-7, 103-105
Social Service, 9
Sociology Department, 76-77
Sources of Western Civilization, 81
Spanish, 60-61
Speech Communication and Theater Arts Department, 77-80
Student Association, 7
Student Center, 5
Student Development Services, 4, 5-8
Student Life, 4-10
Suspension, Academic, 20-21
Suspension, Disciplinary, 21

Syllabi, Course, 13
Synoptic Major, 12
Systems of Thought and Belief (general education component), 13, 15, 17, 81-83

Teaching, 9-10
Three-Three Calendar, 11
Transfers of Credits, 21
Transfer Students, 21
Triad Courses (classics), 31-32
Tropical Field Research program, 88
Tuition and Other Charges, 1988-89, 93-96

Urban Education program, 88
Urban Studies program, 89

Varsity Sports, 6
Veterinary Medicine, 10

Wallace Hall, 4
Washington House program, 89
Washington Semester program, 89
Western Civilization, 15, 81
Wilderness Field Station program, 89-90
Withdrawal from a course, 19

Yugoslavia program, 90

Directory Of College Offices

All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the College switchboard, 457-2311. When dialing from on-campus telephones, use only the last four digits. The area code for Monmouth is 309.

Correspondence concerning College matters should be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462-9989.

Admissions Office
For most matters of concern to new students.
457-2131

Alumni and College Relations
For information about special events (Parents Weekend, Homecoming, Commencement).
457-2316

Bookstore
457-2399

Business Office
For questions about billings and student accounts.
457-2124

Career Planning and Placement
457-2115

Dean of the College
For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Dean of Students
For information about rooms, residence halls, and student services.
457-2113

Development
For assistance concerning gifts, bequests, annuities, and other support of College development.
457-2321

Financial Services
457-2129

Library
457-2190

President's Office
457-2127

Public Relations Office
For information about College events open to the general public and for news and sports information services.
457-2322

Registrar's Office
For academic records, class schedules, courses, credits, and transcripts.
457-2326

Student Center
457-2345

Monmouth College

MONMOUTH, ILLINOIS 61462

309/457-2131